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ABSTRACT

This report presents the results of an evaluation of the English-as-a-Second-Language (ESL) programs in the Nanaimo (British Columbia, Canada) public schools. An introductory section gives background information on the history of ESL programs in the district, the origins and design of the study, and four principles (utility, feasibility, propriety, and accuracy) guiding the investigation. The main portion of the report details findings in four areas: (1) attitudes and beliefs of learners, parents, teachers, and other school personnel; (2) the impact of the program on students, parents, teachers, and school personnel and administrators; (3) processes through which the program is initiated, interpreted, and supported, and the nature of the program as it develops in practice; and (4) program nature, relevance, suitability, and accessibility and the satisfaction of educational partners with their level of involvement in program planning, development, and implementation. Within these four categories, key issues and potential uses for information gathered in the study are summarized. The report concludes with 25 specific recommendations for school district action. Appended materials include additional program background information, details of provincial funding and policy, support documents reviewed for the study, school district ESL program philosophy, and survey response tabulations. (MSE)

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ESL Program Review

INTRODUCTION

The Student Support Services (School District #68, Nanaimo) embarked upon this ESL program review in order to ensure that the ESL children in this School District enjoy a high quality educational program that reflects the philosophy and goals of the provincial ESL Program. A committee was struck in May 1993 to begin the review process.

Committee Members:

Jan Iverson, external chairperson
Herb Harrington, ESL teacher
Sharon Niddrie, classroom teacher
Marg Smith, classroom teacher
Louise Brittain, classroom teacher
Pene Jesske, Administrative Officer
Lytta Pereira, resource room teacher
Brenda Stewart, ESL teacher

Historical Context:

Accurate historical information about the ESL Program was difficult to locate. The ESL Program began around 1974-75 with three FTE itinerant teachers each servicing about five schools. The major ethnic group spoke Punjabi. In 1977, ten students were enrolled at NDSS with an additional eleven students enrolled at other junior high schools all serviced by one ESL teacher. In 1980 the enrollment had increased to 15 ESL students at NDSS and numbers had grown at John Barsby because of an influx of Vietnamese students. John Barsby became the junior high ESL Centre. In the mid-eighties, the number of students at John Barsby rose to approximately 45 students. The structures of high schools in the District changed in 1988 to accommodate Grades 8-12.
In 1989 the high school ESL Program enrolling 60 ESL students moved to NDSS. The elementary ESL Program grew along with the secondary program adding more ESL students and teachers annually. The total numbers have increased from approximately 160 ESL students in 1982 with about 8 FTE teachers to the present 362 ESL students with 10.5 FTE teachers. Presently the largest ethnic group speak Vietnamese.

Originally the program was under the auspices of the Supervisor of Special Services, Tom Beames. In 1991 it became the responsibility of Gerald Fullan, Director of Modern Languages. Since 1991, it has returned to Student Support Services under Assistant Superintendent Dale Leopky.

There are currently three models of Program delivery; itinerent, area centre and school-based. The ESL Program is currently in transition from a district program to a school-based program.

Beginning a Plan:

The goals and objectives of the Committee were set at the initial organizational meeting.

Goals and Objectives of the Internal Committee:

Goals:
1) To determine the effectiveness of the present ESL program.
2) To make recommendations to strengthen and improve the program.

Objectives:
1) To gather background information on the current program
2) To design survey instruments
3) To identify and survey classroom teachers, ESL teachers, Administrative Officers
4) To interview parents and students through an interpreter
5) To produce a district ESL program evaluative report which includes recommendations

General Mandate of the External Chair:

1) To work with the committee to gather background information about the ESL Program currently being used in this district
2) To chair meetings of the committee and send written notes of all meetings to the committee members
3) To work with the committee to establish appropriate methods of data collection, including sampling procedures.
4) To work with the committee to develop appropriate questions for surveys and interviews
5) To work with the committee to collect and collate information obtained from surveys and interviews.
6) To collaborate with the committee to create an evaluative report to present to the Board of School Trustees.

Timelines:

May - July 1993

- Committee members collected background information about the ESL Program currently in operation.
- Appropriate and relevant questions for surveys were brainstormed.
- ESL framework was developed to guide the review.
- Questionnaire forms completed.

• Educators involved in the different ESL models for delivering services spoke to the committee about the services they provide.
1) Secondary ESL Teacher - Brenda Stewart
2) Itinerant ESL Teacher - Trudy Parsons
3) Elementary ESL Teacher - Herb Harrington
4) ESL Teacher from the Cilaire ESL Model - Bonnie Palfey

• A representative from District Office (Maureen Hambley) met with the committee to explain funding for the ESL program and to answer questions regarding funding.

• Interview with Dale Leopkey, Assistant Superintendent, Special Services, regarding ESL program.

September/October 1993:

• Field tested survey questionnaire.

• Questionnaires sent to all stakeholders.

• Interviewed parents and students through interpreters.

November/December 1993:

• Research completed on specific aspects of the ESL Program.

• Collected and collated results from survey questionnaires and interviews.

• Analyzed findings from questionnaires and interviews.

January 1994:

• Created and presented an evaluative report to the Board of School Trustees (Education Committee).

GUIDING PRINCIPLES

The ESL review committee was guided by the principles identified by Daniel L. Stufflebeam and the Joint Committee on Standards for Educational Evaluation in developing a framework to guide the review. These principles address four areas of concern in program evaluation:

- *Utility*
- *Feasibility*
- *Propriety*
- *Accuracy*

Utility
As each issue was identified, it was important to ensure that the resulting information would be useful. The potential uses and the benefits of the information should be stated explicitly. Asking the question, "What will you do if you find out the answer?" confirmed the utility of each issue question.

Feasibility
The feasibility of this review was determined by the review committee as they considered the time and money required to conduct review activities. As ways of collecting information were explored, the following two questions served as a focus:
Are the timelines reasonable?
Are the costs reasonable?

Propriety
The principle of propriety focused on the ethical questions surrounding the collection of information. This framework ensured that the information was collected in a way that safeguarded confidentiality, objectivity, fairness, and equity.

Accuracy
Accuracy refers to the reliability of the data collected. In order to ensure this reliability, information was collected from a number of sources using different data-gathering techniques. Data was collected from all Education Partners affected by this program.

Reporting
A collaborative report was written by the External Chair and the Committee describing intended and unintended effects of the program. The data upon which this report is based can be made available upon request.
Recommendations regarding the ESL program are a part of the final report submitted to S.D.#68 School Board trustees.

The ESL Program Review: Framework

The following categories were included in the review framework:

I. Impressions	- attitudes and beliefs that learners, parents, ESL teachers, classroom teachers, and other school personnel hold regarding the nature, implementation, accountability, and effects of the ESL Program.
II. Impact	- the effects of the ESL Program on students, parents, ESL teachers, classroom teachers, school administrators, and District senior administrators
III. Implementation and Support	- the processes through which the ESL Program is initiated, interpreted, and supported - the nature of the ESL Program as it develops in practice.
IV. Design	- the nature, relevance, suitability and accessibility of the ESL Program as based upon Ministry and District Goals and Objectives - satisfaction of Education Partners with their level of involvement in the planning, development and implementation of the ESL Program

These four categories were divided into separate sections which outline key *issues*, identify *potential uses* for information collected and present findings and recommendations.

The data was collected in ways that are by no means finite. The committee chose processes that best fit the time frame, the budget, and the needs of the review. Time and budget did not allow visits to schools to examine student work, or to dialogue informally with AO's, ESL teachers and classroom teachers. Nevertheless, information was obtained from all stakeholders through telephone interviews, personal interviews and/or through questionnaire surveys.

I. Impressions

Issues

A. What perceptions regarding the quality (*its nature, implementation, accountability and effects*) of the ESL Program do the following Education Partners hold?

- ESL Learners and parents
- ESL teachers and classroom teachers
- Administrators and District Senior Administrators

Potential Use

Information about perceptions of the ESL Program can identify the need to:

- formulate guidelines for program development
- deepen the understanding of the ESL Program
- formulate guidelines for communication among Education Partners
- establish priorities for ongoing changes to the ESL Program

ISSUE A: What perceptions regarding the quality (*its nature, implementation, accountability and effects*) of the ESL Program do the following Education Partners hold?

- ESL Learners and parents
- ESL teachers and classroom teachers
- Administrators and District Senior Administrators

Data Collection: ESL Learners: Structured interviews with an interpreter

Parents: Structured interviews with an interpreter

Other Education Partners: survey of each group involved (ESL teachers, classroom teachers, school administrators, other administrators). Some questions and sections were common to all groups; others were specific.

Finding:
The many perceptions regarding the quality of the ESL Program varied widely both among and within respondent groups. While comments are interspersed throughout this report, the review committee felt this would be an appropriate place to present overall perceptions of the Education Partners It was important to include both positive and negative comments. **Recommendations** concerning the nature, implementation, accountability and effects of the ESL Program will follow **Findings** in subsequent sections. The purpose of this section is to provide the reader with an overall impression of the ESL Program.

The following comments were gleaned from survey responses:

- "It is a very important program for kids who are new to Canada for their self confidence and their mental well-being. The ESL Program my child has been getting is certainly a good one. I am happy with the progress he has made. And because of the good job the teacher did, my child is very happy to be in Canada. Thanks Canada!" (parent)

- " The only thing I could say is that I am very grateful for the ESL Program ..... School has. I really hope they keep the program." (parent)

- " I think the program is very good because my daughter, the first year in ESL, was all that was needed and then she was prepared for a regular class like any other kid." (parent)

- " I wouldn't change anything" (parent)

- " I feel pretty good about the ESL Program" (student)

- " can only say the ESL they teach at ..... School is really good, and the students learn faster and better." (student)

- " The methods used in ESL Program are good for beginners or younger students only. Once the ESL students are more mature or if they come to ESL when they are in their teens, they should have more challenges in ESL classes. The program should be more condensed for them to save time and to stimulate learning." (student)

- " Quality of the program (is) commensurate with the calibre of personnel assigned to the position" (AO)

- "There was a different attitude when ESL was under Modern Languages; linguistic approach makes ESL different from Student Support Services." (AO)

- " Keeping in mind that the ESL population is frequently changing in numbers and location- referral and program data need to be current and sufficient to allow for flexibility and maintenance of Ministry funding." (Student Support Services administration)

- "... We badly need to be validated. Our morale is at an all time low as we see the few gains we made being eroded without sufficient communication or input." (ESL teacher)

- " ESL teachers have differing philosophies" (ESL teacher)

- " (there is a) lack of concerned and informed administration (in this district)" (ESL teacher)

- " ESL program has suffered greatly from:
    1. uncommitted and untrained administration,
    2. lack of communication between teachers and administration,
    3. lack of input from experienced teaching personnel regarding changes to program,
    4. all decision making is in isolation and imposed top down,
    5. no one at the administrative level has accepted the responsibility of being an advocate for the children and for the program." (ESL teacher)

- " I have not been in the program for very long but there is a definite feeling throughout the district that worries and upsets me. If it continues the ESL instruction will suffer and students will be the victims." (ESL teacher)

- " although Ministry resource books give a great deal of direction and background, ESL teachers in the district perceive their responsibilities and what they should teach as being very different." (ESL teacher)

- "I was satisfied with the service and felt I had enough input and that my wishes were important." (classroom teacher)

- " students that I have been in contact with at ..... School were very hardworking and very enthusiastic about their goals. I believe this is a direct reflection on the dedication of the ESL teachers at ..... School." (classroom teacher)

- " Dealing not only with different cultural/ethnic backgrounds of the students but also their range of levels within the ESL Program and doing this in <u>one</u> class (16-29 students) is remarkable! The ESL teachers should be commended!! (classroom teacher)

- " I am very pleased with the assistance and the professionalism of (the ESL teachers)" (classroom teacher)

II. Impact

Issues

There are two broad issues that deal with the impact of the ESL Program on the Educational Partners.

A. What evidence is there that this ESL Program is sufficiently adaptable, flexible, accessible and revisable to meet the needs of the ESL learner, parents and the regular classroom situation?

B. How do current funding policies affect and influence ongoing administration of the ESL Program?

Potential Use

Information and judgments about the impact of the ESL Program on the Education Partners can be used to:

- initiate changes to current components of the program
- initiate budget revision at the District and Ministry level
- develop new initiatives to support ongoing administration of the ESL Program
- develop support among educators involved with the ESL program

ISSUE A: What evidence is there that this ESL Program is sufficiently adaptable, flexible, accessible and revisable for meeting the needs of the ESL learner, parents and the regular classroom situation?

Data Collection: Interviews and survey questionnaires of ESL Learners, parents and School District personnel.

Finding:
Response from Student Support Services Administration indicates that, due to demand for more flexibility and a strong desire on the part of students and parents to attend neighbourhood schools, the ESL Program is currently in transition from a District program to a school-based program. This is supported by survey results indicating that 72% of parents and 92% of students think school-based ESL is best. Students commented that school-based ESL:

- " (is) more challenging"
- " (is) more convenient"
- "(means) more friends in school"
- " (is) safer than going away"
- "(enables students) to know classmates in neighbourhood"

Parent comments included:

- "more convenient"
- "important for students to feel part of a regular class even when language problems. It is also important to share activities with English speaking students"
- " If there is no ESL classroom in neighbourhood school, the next best thing is to go to one by bus. Because for a child who doesn't speak English at all, this is the only way he/she could step into the English speaking world without feeling lost or not belong to."

While classroom teachers are divided on the subject, 87% of administrators and 85% of ESL teachers felt that it is educationally sound to have three models of ESL program delivery (itinerant, school-based, area centre) in School District #68. Of the ESL teacher respondents to the survey, six reported themselves as itinerant, eight as school-based, and two as teaching in an area centre.
ESL teacher comments included:

- " essential"
- " because of lack of funds, school based become itinerant ..."
- " evaluate these (three programs), (there has been) no input from us. We need to have communication and discussion."

Recommendation #1: The School District should ensure that the transition currently underway to school-based ESL is both educationally sound and the best use of human and monetary resources. All Education Partners should be actively involved in this investigative process.

ISSUE B: How do current funding policies affect and influence ongoing administration of the ESL Program?

Data Collection: Structured interviews with Ministry personnel, School District personnel

Analyses of relevant documents.

Finding:
Through interviews with Ministry and District Finance personnel, a general outline of how ESL funding is generated at the school district level was obtained. The committee found this funding structure (appendix # 1, part b) extremely complicated and thereby vulnerable to misinterpretation through lack of understanding. 75% of administrative officers indicated no knowledge when asked if Ministry funding for the ESL Program is sufficient to cover its cost in the District. 55% of ESL teachers indicated no knowledge while the remaining ESL teacher respondents were equally divided as to whether funding was sufficient or not.

Personal experiences of Review committee members indicated misconceptions about the ESL monetary resources available and the entire funding process. This confusion appears to be widespread among school district personnel. When asked in the survey if funding is sufficient, ESL teachers commented:

- "who knows"
- " should be clear understanding of the distribution of funds"
- " we have been told it's not - don't really understand the funding process

Recommendation #2: The School District should request that the Ministry simplify its formula for ESL funding for the District.

Recommendation #3: The School District should ensure that basic ESL Program funding information is disseminated on an annual basis to all interested personnel. A breakdown of Ministry and supplemental District funding should be included to facilitate better knowledge and understanding.

III. Implementation/ Delivery and Support

Issues

Three broad issues are related to the implementation, delivery and support of the ESL Program.

A. To what extent are materials, information and feedback reaching the following Education Partners in a timely fashion and to their satisfaction?

- learners and parents
- ESL teachers
- classroom teachers
- School Administrators
- District Senior Administrator

B. What evidence is there that appropriate and relevant professional training, development, in-service programs and other support mechanisms are in place for ESL teachers, classroom teachers and AOs to facilitate the implementation and delivery of the ESL Program ?

C. In what ways will technology continue to be integrated into the ESL Program as it evolves?

Potential Use

Information and judgments about the ESL Program implementation, delivery and support can be used by a variety of Education Partners to make decisions about implementation and support activities.

- guide revision of the format or program resources and supporting documents
- develop avenues and channels for more effective communication among Education Partners
- develop guidelines for the creation of support mechanisms to facilitate the ongoing implementation and delivery of the ESL Program
- initiate budget revision utilizing current funding policies.

ISSUE A: To what extent are materials, information and feedback reaching the Education Partners in a timely fashion, and to their satisfaction?

Data Collection: Interviews and survey questionnaires

Analyses of relevant documents

Finding:
When asked if they were kept adequately informed about recent research, 70% of classroom teachers disagreed while 70% of AOs felt they had no knowledge of ESL research. 66% of ESL teachers felt they were not adequately informed about recent research.

> **Recommendation # 4:** The School District should determine and implement means by which it keeps all education partners adequately informed about recent research in ESL.

Finding:
District administration, school administrators and classroom teachers agree that ESL teachers should provide them with written educational plans (either group or individual). While most ESL teachers say that they do prepare such education plans, they are divided in opinion as to whether it is realistic to expect them to provide these plans to AOs and classroom teachers. Individual comments from ESL teachers:

- "impractical when understaffed"
- "idealistic but not realistic"
- "conferencing more practical"

> **Recommendation # 5:** The School District should investigate the feasibility of ESL teachers providing written education plans to AOs and classroom teachers. If this policy is adopted by the district, criteria for the education plans should be established to ensure consistency.

Finding:
When asked if an interpreter was readily available when needed to communicate with parents, 70 % of ESL teachers and AOs and 83% of classroom teachers said no. The main methods reported for communication with ESL parents were conferences and telephone calls which were primarily considered the responsibility of the ESL teacher.

> **Recommendation # 6:** The School District should ensure that interpreters are readily available to ESL teachers when, and as needed, for communicating with parents.

ISSUE B: What evidence is there that appropriate and relevant professional training, development, in-service programs and other support mechanisms are in place for ESL teachers, classroom teachers and AOs to facilitate the implementation and delivery of the ESL Program ?

Data Collection: Interviews and survey questionnaires.

Analyses of professional development and in-service records from the NDTA (Professional Development), Schools/District Office and Professional Associations.

Analyses of relevant support documents (e.g.. ESL Resource Book, Program Guides, etc.)

Finding:
Survey responses indicated that 61% of AOs had no knowledge of any consistent qualifications and 39% disagreed that any consistency is required in the hiring of local ESL teachers. Student Support Services administration did not agree that there is consistency required in the qualifications for ESL teachers in this district. 69% of ESL teachers disagreed that there are consistent qualification in place for the hiring of ESL teachers while 31% responded that they had no knowledge of such qualifications.

In the survey, ESL teachers reported having extremely diverse qualifications ranging from learning assistance training, knowledge of other languages, workshops and conferences, through TESL (Teaching English as a Second Language) to the UBC courses 478 and 489. The review committee was informed by District administration that in a role description developed by ESL teachers, these two UBC courses were identified as a prerequisite for the hiring of all district ESL teachers. Student Support Services has been using this as a guideline when hiring ESL teachers. However, ESL teachers have been hired in the district without these qualifications.

Related comments:

- " need for consistency in the staffing and the program" (AO)

- " teachers hired need to be well qualified"(AO)

- "recognize that most senior, not most qualified get the job of teaching" (AO)

- " (equitable staffing loads) will be difficult to accomplish without making and implementing decisions regarding the minimum qualifications for ESL teachers. The diverse backgrounds of ESL teachers is a factor in our paralyzation *(sic)*" (ESL teacher)

Survey responses from AOs, classroom teachers and ESL teachers indicate a wide divergence of opinion between and within the groups themselves about what qualifications should be required for ESL teachers.

> **Recommendation # 7**: The School District should investigate the quality and practicality of ESL coursework currently offered in the province. From this investigation, qualification criteria for the hiring of ESL teachers in the district should be developed and used consistently. Policy for upgrading qualifications to meet the revised criteria should be established.

Finding:
A compilation, by committee members, of professional development and in-service activities available to ESL teachers within the District during the past three years (appendix #5) indicates that there have been some related workshops but none directly planned for ESL teachers other than informal sharing among colleagues. Some ESL teachers have chosen to attend provincial and national conferences directly related to multiculturalism and ESL. Local professional development allotment is $180.00 per full time equivalent teacher. Having personnel travel out of district for overnight conferences is very expensive and restricts many ESL teachers from attending. 60 % of ESL teachers felt that the ESL in-service and professional development in the District did not adequately meet their needs.

> **Recommendation # 8**: The School District should work with the NDTA Professional Development Committee and Malaspina University-College to ensure that adequate, appropriate and relevant professional development and in-service be provided at the local level to all ESL teachers.

Finding:
An analysis of support documents/resource books (appendix #2) was undertaken by review committee members. There does not appear to be consistency in the documents being used by ESL teachers. There appeared to be valuable information and material in all of these documents. Provincial documents presently available are dated but the review committee received verbal confirmation from the Ministry (Maggie Cooper) that a new document to support the ESL program was in the process of being published.

> **Recommendation # 9**: The School District should ensure that ESL teachers have the opportunity to incorporate salient aspects of the varied support materials into a comprehensive, "user friendly" resource for District ESL teachers.

Recommendation #10: The School District should ensure, upon publication of the Ministry Document, that time and opportunity be made available for in-service to all teachers teaching ESL.

Finding:
While most ESL teachers reported teaching in a regular or portable classroom, the physical facilities for some itinerant teachers were cited as the following:

> "bookroom, old kitchen, paper storage room, corner of computer lab, library, sharing with learning assistance room and resource room, etc."

Recommendation # 11: The School District should ensure that facilities conducive to the teaching of ESL students are in place at every school where such students are enrolled.

Finding:
Responses from ESL teachers in the general comments section of the survey appear to indicate widespread disparity of opinion and philosophy around the program.

> " ESL group is not small enough to reach consensus in itself, nor large enough to handle several strongly opposing views and still produce a core that can work for the good of the program... this has resulted in fragmentation, lack of direction, continuity and growth."

> "There is very little communication between teachers of ESL... It is the breakdown between the teachers that is so very serious..... fear of losing one's job, insecurity, personality conflicts-- who knows??."

> "There are many differences and inequities in the ESL program in Nanaimo."

> " ... (we need) more cooperation between ESL teachers - respect of our professionalism; conflict resolution workshop."

> "Addressing the spirit of non cooperation among ESL teachers. Until this is healed, evaluation by ESL teachers of new policies or plans may be based on personal alliances and not professional opinion."

Responses from ESL teachers in the general comments section of the survey also indicate dissatisfaction with the leadership presently provided for the program. Because Student Support Services has such a large number of programs under its aegis, ESL teachers seem to feel that the specific needs of

those involved in the program are not being addressed. Comments included are as follows:

> "... (ESL needs) permanent consistent leadership. The ESL program should come under the responsibility of someone who has the capability and time to oversee it. Although it doesn't have a large staff, the nature of the student population compels us to work very much in isolation and we need someone to pull the program together and steer us on a course that enables us to work to our common ends and objectives. "
>
> " (ESL needs) a knowledgeable District ESL teacher similar to the District French teacher "
>
> "Changes to the ESL program can best be facilitated by giving a leader the time to direct the needed overhaul of this program."
>
> " Although we have at times tried to outline goals and objectives, between the starting and the finishing, leadership failed and the "good intentions" never resulted in a finished product."

It is the feeling of Student Support Services administration that the ESL program is presently under Student Support Services "umbrella" because it is the only department available, and that the program should be school based, not a District program.

> **Recommendation # 12**: The School District should investigate the feasibility of providing a .5 resource teacher knowledgeable in both the philosophy and the teaching of ESL, and with group interaction and problem solving/conflict resolution skills.

ISSUE C: In what ways could technology be utilized by the ESL Program?

Data Collection: Interviews with Ministry personnel, District Staff

Survey questionnaire

Analyses of relevant documents

Finding:
The gathering of relevant background information by the review committee about the ESL program (appendix #1, part a) indicated deficiencies in record keeping on ESL students at the District level. The reason given by Student Support Services administration is that a centralized referral system was only initiated in 1993 and therefore, much of the information wanted would only

be available from individual ESL teachers. Examples of information requested and unavailable from the District office:

- numbers of new referrals to the ESL program for the present school year and for each of the previous four years,

- numbers of ESL students graduated from the program so far in this school year and during each of the four previous years,

- numbers of schools with ESL students (with numbers of students at these schools) at the present and for each of the previous four years,

- a breakdown of ESL student enrollment (divided into student competency levels in English - beginner, intermediate, advanced) for the present school year and the previous four years.

From the information collected, there appeared to be discrepancies between data obtained from Finance Department, S.D. #68 (appendix #1, part a, #3) and data obtained from the Student Support Services (appendix #1, part a, # 4).

Comment from Student Support Services Administration respondent:

" Currently data received from schools is not consistent, timely or sufficient in detail to maintain program to Ministry standards."

Recommendation # 13: The School District should ensure that technology presently in place in the District is utilized to provide accurate, current and detailed records on ESL students.

Finding: 72% of ESL teachers felt that computers were essential tools for ESL students. Comments:

- "computers were valuable especially for older students."
- "no access for individual students in the ESL class."

Recommendation # 14: The School District should investigate ways to make computers and software available to ESL learners.

IV. Design

Issues

Three broad issues are related to the planning and delivery of the ESL Program.

A. To what extent are the Education Partners satisfied with the level of involvement and consultation in the planning, development and implementation / delivery of the ESL Program?

B. To what extent is the local ESL Program consistent with the principles and the philosophy as represented in Ministry Documents?

C. To what extent is the ESL Program practical and relevant for the ESL learner, the ESL teacher and the classroom teacher.

Potential Use

Information about the ESL Program design can be used to:

- guide revision re: involvement, collaboration, consultation of Educational Partners
- guide revision of format and content of ESL Program
- increase awareness among Education Partners that the ESL Program embodies the principles and philosophy of Ministry and District Documents
- clarify the roles and responsibilities of all Education Partners

ISSUE A: To what extent are the Education Partners satisfied with the level of involvement and consultation in the planning, development and implementation/delivery of the ESL Program?

Data Collection: Interviews and questionnaires

Finding:

When surveyed as to whether they are kept adequately informed about the local ESL Program, 70% of classroom teachers disagreed while 76% of AOs felt they did not know if they were being kept adequately informed about the local program. 80% of ESL teachers felt they were not kept adequately informed by administration about changes in the local ESL program. District Administration felt that it was not kept adequately informed about the local ESL program in so far as information requested from schools was not received or received late.
Individual comments pertaining to general knowledge about the program:

- "feel in the dark about most of this program" (AO)
- "ESL teachers work with small groups or individuals. Their responsibility appears to be very little compared to the classroom teacher's load." (classroom teacher)
- "decisions made in isolation" (ESL teacher)

Recommendation # 15: The School District should ensure that all AOs are given in-service about the ESL Program. Current information, including changes to the Program should be disseminated regularly to all ESL teachers and to all schools. All Education Partners should be able to access this information in an easy manner.

Finding:
In response to adequate input into decision making regarding changes to the District ESL Program, classroom teachers and ESL teachers were almost evenly divided between agreement and disagreement. 77% of AOs agreed they had adequate input. This appears to be inconsistent with their response in the previous finding as to being adequately informed about the ESL Program. This inconsistency could be a result of the fact that some district schools have no ESL students.

Recommendation # 16: The School District should ensure that all interested personnel be given opportunities for involvement in decision making with regard to the planning, development and implementation/delivery of the ESL Program.

Finding:
Survey results regarding implementation and delivery showed that ESL teachers, classroom teachers and AOs agreed with the statement that they are

consulted in decisions regarding the movement and placement of ESL students within the school. Responses regarding who makes decisions about student placement between schools however, were varied and lacked consistency. Responses regarding who makes the decisions ranged from parents to school-based teams, to AOs, to District Office.

> **Recommendation # 17**: The School District should ensure that all interested personnel be given opportunities for involvement in generating policy regarding the placement of ESL students and their movement between schools. This policy should be disseminated and used in making such decisions.

Finding:
Survey results show strong agreement by ESL teachers, classroom teachers and administrative officers that the ESL program is considered a valuable component of the ESL child's learning. However, opinion was almost equally divided within these response groups as to whether the roles and responsibilities of the ESL program have been clearly established for themselves. Student Support Services Administration felt that the roles and responsibilities for AOs and ESL teachers were clearly established and expressed no opinion about classroom teachers. Responses from AOs, ESL and classroom teacher surveys indicate divided opinion that their roles and responsibilities in the ESL Program have been clearly established. 100% of AOs agreed that the roles and responsibilities of personnel involved with the ESL Program should be defined and distributed throughout the District. This committee has found no evidence that the roles and responsibilities for AOs, ESL teachers, or classroom teachers have been defined and established with respect to the ESL Program.

> **Recommendation # 18**: The School District should ensure that roles and responsibilities are clearly established for AOs, ESL teachers, and classroom teachers in the ESL program. Furthermore, the District should ensure that these roles and responsibilities are distributed and implemented.

Finding:
In survey responses, 31% of AOs felt that they alone should evaluate ESL teachers while 68% felt that District staff should be responsible for these evaluations. 60% of AOs did not feel qualified to adequately evaluate ESL teachers.

> **Recommendation # 19**: The School District should ensure that AOs are given in-service opportunities to prepare them adequately for evaluation of ESL teachers.

ISSUE B: To what extent is the local ESL Program consistent with the principles and the philosophy represented in Ministry Documents?

Data Collection: A congruency analysis of the ESL Program District Guidelines and Ministry Documents that guide program planning

Interviews and survey questionnaires of school administrators and ESL and classroom teachers

Finding:
When asked if there were consistent district wide philosophy and goals guiding the planning of the ESL program, survey results were diverse. In agreement were 80% of AOs, 60% of classroom teachers and 27% of ESL teachers. These responses reflect a marked difference of opinion.

A document entitled *Philosophy of the ESL Program Grades 1-12* (appendix # 3) and including philosophy, role description and details of function was drafted in 1991. It was found by this committee to be congruent with Ministry guidelines for ESL programs (appendix # 4). This draft has never been distributed to any of the education partners.

> **Recommendation # 20:** School District #68 should follow through in completion of the process from draft to final copy of the *Philosophy of the ESL Program Grades 1-12* document. The final product needs to be disseminated to all education partners so everyone has a clear understanding of the foundation for this program. It should also be employed whenever program revisions are considered.

ISSUE C: To what extent is the ESL Program practical and relevant for the ESL student, the ESL teacher and the classroom teacher.

Data Collection: surveys for school personnel (ESL teachers, classroom teachers, administrators and others), parents and learners

Finding:
100% of AOs, 90% of ESL teachers and 85% of classroom teachers agreed that the content of what is taught in the ESL Program should be coordinated and integrated with what is taught in the regular classroom. District administration also strongly agreed with this statement.

> **Recommendation #21:** The School District should investigate ways to facilitate integration and coordination of the content of the ESL Program with that of the regular classroom program.

Finding:
AOs report that 24% of the time they spend discussing ESL student / programs with Education Partners takes place during school hours. Classroom teachers and ESL teachers state respectively that, 13% and 30% of their conferencing is done during school hours.

> **Recommendation # 22:** The School District should explore avenues that would facilitate necessary interactive communication between all Education Partners. Time should be an important consideration.

Finding:
Survey results show that ESL teachers use a total of 25 assessment and evaluation instruments with their students. Their training in the administration of these tests varies from graduate courses in testing and measurement to no formal training. From interviews with ESL teachers, the committee learned that a document was produced in 1991 which included a core of assessment and evaluation instruments. This document cannot be located and was never used by ESL teachers.

> **Recommendation # 23:** The School District should implement a process whereby a core of assessment and evaluation instruments are selected for use with students at appropriate competency levels. Initial and on-going training in the administration of these core instruments should be provided for ESL teachers.

Finding:
While Student Support Services administration, the majority of classroom teachers (88%) and AOs (70%) agree there are consistent criteria for children entering the ESL program, only 45% of ESL teachers agreed with this statement.
When asked if there were consistent criteria for students exiting the ESL Program, 71% of classroom teachers but only 38% of AOs and 36% of ESL teachers agreed.
Comments from ESL teachers regarding entrance and exit criteria:

- "affected by staffing levels"
- " at present, inconsistent and inefficient"
- " criteria varies from teacher to teacher and school to school"

- " Although it is hard to be too specific because of learning potential and individual differences, graduation from the program should be determined in clearer terms. What capabilities should ESL students have in order to cope with the curriculum in regular classes?"

- " (There is a) need for formulation and implementation of standard policies on entrance and exit criteria"

Recommendation # 24: The School District should ensure that consistent entry and exit criteria are developed by the Education Partners and that these criteria are used in all district schools with ESL students.

Finding:
Many comments on the survey from all Education Partners indicated to the review committee that diverse ways of delivering ESL services merit investigation. An example of this might be weekend or evening classes for all ESL family members similar to the VAST model where students work at their own pace.

Comments from parents:

- " not enough English to help with language learning .... daughter helps (me) with English"

- "sit down with him 2-3 hours a day - read and write everything learned at school and reward when finished"

- " look up common words in dictionary, write on paper, repeat them and make a sentence"

Comments from students:

- " It would be better if school district can offer weekend or night ESL classes so teenagers can attend the ESL classes and regular school at the same time.

-" (my parents) hired a tutor two times a week"

- " sister helps with math, reading and vocabulary"

Teacher comments:

- "more classes for the whole family"

- "encourage parents to help more"

- "The program never seems to meet the needs of intermediate students. However hard the teacher tries, there seems to be inadequate time!"

AO comments:

- "convince the Ministry of Education new non (English) speaking Canadians require more than twice a week special contact

ESL teacher comments:

- " a number of students have graduated from high school but are still severely handicapped linguistically. They have few English contacts and want to improve their speech. They need guidance."

- " (we need to be) encouraging parent involvement"

- " (we need to be) encouraging adult ESL class participation"

Recommendation # 25: The School District should work collaboratively with the Multicultural Society and Malaspina University-College to investigate innovative and diverse ways of delivering community ESL services in addition to the regular ESL District Program.

Summary and Conclusion

In summary, the perceptions regarding the quality of the ESL Program varied widely among respondent groups. Students and parents appeared to be in agreement that the ESL Program provided a valuable service to the ESL learner. Classroom teachers appeared appreciative of the hard work and dedication of the ESL teachers working with their students. However, definite concerns were raised by Student Support Services Administration, AOs and the ESL teachers. From the data collected, it became apparent that there were four critical areas that need to be addressed. These are:

1) communication
2) leadership and direction
3) accurate and current record keeping
4) ESL teacher morale

Recommendations are included within this report to address these concerns of constituent groups.

Recognition and appreciation must be given to the internal committee members for their time and commitment to this project. A special thanks to all others who took part in this program review.

List of Recommendations

Recommendation #1: The School District should ensure that the transition currently underway to school-based ESL is both educationally sound and the best use of human and monetary resources. All Education Partners should be actively involved in this investigative process.

Recommendation #2: The School District should request that the Ministry simplify its formula for ESL funding for the District.

Recommendation #3: The School District should ensure that basic ESL Program funding information is disseminated on an annual basis to all interested personnel. A breakdown of Ministry and supplemental District funding should be included to facilitate better knowledge and understanding.

Recommendation # 4: The School District should determine and implement means by which it keeps all education partners adequately informed about recent research in ESL.

Recommendation # 5: The School District should investigate the feasibility of ESL teachers providing written education plans to AOs and classroom teachers. If this policy is adopted by the district, criteria for the education plans should be established to ensure consistency.

Recommendation # 6: The School District should ensure that interpreters are readily available to ESL teachers when, and as needed, for communicating with parents.

Recommendation # 7: The School District should investigate the quality and practicality of ESL coursework currently offered in the province. From this investigation, qualification criteria for the hiring of ESL teachers in the district should be developed and used consistently. Policy for upgrading qualifications to meet the revised criteria should be established.

Recommendation # 8: The School District should work with the NDTA Professional Development Committee and Malaspina University-College to ensure that adequate, appropriate and relevant professional development and in-service be provided at the local level to all ESL teachers.

Recommendation # 9: The School District should ensure that ESL teachers have the opportunity to incorporate salient aspects of the varied support materials into a comprehensive, "user friendly" resource for District ESL teachers.

Recommendation #10: The School District should ensure, upon publication of the Ministry Document, that time and opportunity be made available for in-service to all teachers teaching ESL.

Recommendation # 11: The School District should ensure that facilities conducive to the teaching of ESL students are in place at every school where such students are enrolled.

Recommendation # 12: The School District should investigate the feasibility of providing a .5 resource teacher knowledgeable in both the philosophy and the teaching of ESL, and with group interaction and problem solving/conflict resolution skills.

Recommendation # 13: The School District should ensure that technology presently in place in the District is utilized to provide accurate, current and detailed records on ESL students.

Recommendation # 14: The School District should investigate ways to make computers and software available to ESL learners.

Recommendation # 15: The School District should ensure that all AOs are given in-service about the ESL Program. Current information, including changes to the Program should be disseminated regularly to all ESL teachers and to all schools. All Education Partners should be able to access this information in an easy manner.

Recommendation # 16: The School District should ensure that all interested personnel be given opportunities for involvement in decision making with regard to the planning, development and implementation/delivery of the ESL Program.

Recommendation # 17: The School District should ensure that all interested personnel be given opportunities for involvement in generating policy regarding the placement of ESL students and their movement between schools. This policy should be disseminated and used in making such decisions.

Recommendation # 18: The School District should ensure that roles and responsibilities are clearly established for AOs, ESL teachers, and classroom teachers in the ESL program. Furthermore, the District should ensure that these roles and responsibilities are distributed and implemented.

Recommendation # 19: The School District should ensure that AOs are given in-service opportunities to prepare them adequately for evaluation of ESL teachers.

Recommendation # 20: School District #68 should follow through in completion of the process from draft to final copy of the *Philosophy of the ESL Program Grades 1-12* document. The final product needs to be disseminated to all education partners so everyone has a clear understanding of the foundation for this program. It should also be employed whenever program revisions are considered.

Recommendation #21: The School District should investigate ways to facilitate integration and coordination of the content of the ESL Program with that of the regular classroom program.

Recommendation # 22: The School District should explore avenues that would facilitate necessary interactive communication between all Education Partners. Time should be an important consideration.

Recommendation # 23: The School District should implement a process whereby a core of assessment and evaluation instruments are selected for use with students at appropriate competency levels. Initial and on-going training in the administration of these core instruments should be provided for ESL teachers.

Recommendation # 24: The School District should ensure that consistent entry and exit criteria are developed by the Education Partners and that these criteria are used in all district schools with ESL students.

Recommendation # 25: The School District should work collaboratively with the Multicultural Society and Malaspina University-College to investigate innovative and diverse ways of delivering community ESL services in addition to the regular ESL District Program.

Definition of Terms

Technology	• computers, audio and visual equipment (tape recorders, VCR, filmstrip projector), telecommunications
Education Partners	• Students, parents / guardians, all school personnel, school and senior administrators
Implementation	• Putting into effect a plan of action (ESL Program) in order to realize the goals of the Program.
Planning	• The gathering and organization of information and ideas in order to create a program design.
Professional Development & In-service Programs	• Programs or experiences designed at the School, District, Regional and Provincial level to enhance professional expertise.
Support Mechanisms	• Those processes, activities and products provided which facilitate the needs of the ESL teachers and the Schools in the implementation of the ESL Program.
Development	• Interpretation and putting into effect the scope and design of the ESL Program.
Design	• The formation of a plan intended to achieve a set of goals or purposes.
Strategy	• A plan of action put into effect to help achieve a specific goal.
Processes	• The steps in achieving a desired end or result.
Professional Teachers Assoc.	• District professional teachers groups affiliated with the BCTF
Education Plans (Individual or Group)	• A course of action to address the specific educational needs of students.

Qualitative Methods

- An approach to gathering dynamic information about programs through methods such as informal observations, interviews, document analysis, case studies, field notes, journal entries and other techniques where observation and results are usually not expressed numerically.

Quantitative Methods

- An information gathering approach to program evaluation that uses instruments such as rating scales; written, oral and performance tests; attitude and opinion scales; ranking formats; structured observation checklist; and other kinds of measures that allow observations and results to be expressed numerically.

Internal Review Committee

- A group who makes decisions and who implements this program review framework. The committee writes a final report in collaboration with an external chair. Based on the information collected, the committee makes recommendations in the report for changes to the program.

Appendix #1

a) Background ESL Program information

b) Ministry funding for ESL Program

Submitted by Marg Smith, Pene Jesske
93.11.25

Information obtained from:
Maureen Hambley, Administrative Assistant, S.D. 68
Dale Leopkey, Assistant Superintendent, Special Programs, S.D. 68
Rob Gage, Finance and Administration Dept., Ministry of Education

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PURPOSE: Background information in order to put the final report into context

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The following School District #68 information was requested for an appendix to the report of the E.S.L. Program Review Committee:

1. E.S.L. student enrollment (divided into elementary and secondary students) for the present school year and for each of the previous four years.

	Total	Elem.	Sec.
1993/94	379	288	91
1992/93	317	256	61
1991/92	364.8006 F.T.E.	275/1462 F.T.E.	89.6544 F.T.E.
1990/91	226	176	50
1989/90	160	124	36

2. A further breakdown from #1 of E.S.L. student enrollment (divided into student competency levels in English - beginner, intermediate, advanced) for the present school year and for each of the previous four years.

This information is not available at the district level.

3. Numbers of E.S.L. teachers for the present school year and for each of the previous four years.

	Elem.	Sec.	Total
1993/94	7.959	2.607	10.566
1992/93	8.480	1.630	10.110
1991/92	5.44	2.50	7.940
1990/91	3.74	2.25	5.99
1989/90	4.80	1.48	6.28

The above figures represent F.T.E.s (full time equivalent teachers) only.

4. Numbers of E.S.L. teachers/percentage of teaching time E.S.L..

	1.0	.7	.5	.4	.3	.25	.2	.1	.08	.06	.0429	.04	Total F.T.E.'s
93/94	8		3		1			1	2	1	1		10.1629
92/93	10	1	1	2	1				1	2			12.50
91/92*													
90/91*													
89/90	6		1			1	1					1	6.99

*No figures are available for these years.

5. Numbers of new referrals to the E.S.L. program for the present school year to date and for each of the previous four years.

This information is not available at the district level. The reason given is that a centralized referral system was only initiated in 1993, therefore this information would only be available from individual E.S.L. teachers.

6. Numbers of E.S.L. students dropped (graduated) from the program so far in this school year and during each of the previous four years.

This information is not available at the district level. The reason given is that a centralized referral system was only initiated in 1993, therefore this information would only be available from individual E.S.L. teachers.

7. Numbers of schools with E.S.L. students (with numbers of students at these schools) at the present time and during each of the previous four years.

This information is not available at the district level. The reason given is that a centralized referral system was only initiated in 1993, therefore this information would only be available from individual E.S.L. teachers.

MINISTRY FUNDING FOR E.S.L.

Money is generated from Form 1701 as students are identified by each school district.

Ministry formula is a 3-step formula and generates money:

1) at the elementary level - 1 teacher unit for the first 12 E.S.L. students then 1 teacher unit plus a half-teacher assistant unit for every 21 E.S.L. students thereafter

2) at the secondary level - 1 teacher unit for the first 11 E.S.L. students then 1 teacher unit plus a half-teacher assistant unit for every 19 E.S.L. students thereafter

3) the teacher and teacher asistant units are comprised of what the ministry projects as salary x 12% plus economic adjustments for benefits. The amounts per student therefore vary from $800.00 to $1,000.00. This money is then distributed to each school district. Each school district has discretion in the use of the monies according to Section 129 of the School Act.

E.S.L. Operating Fund Expenditure at Year End, June 30,. 1993:

$535,815 for teacher salaries
$ 27,457 for support salaries
$ 227 for substitute salaries
$ 99,140 employee benefits and allowances
$ 15,371 services, contracts and supplies (this amount placed in budget of D. Leopkey, Assistant Superintendent, Special Programs. Money has been distributed to all E.S.L. teachers in S.D. 68 evenly by F.T.E.s).

TOTAL: $678,010

The Ministry formula generated $288,606 for the spring of 1993. Therefore, School District #68 contributed $389,404 toward the E.S.L. program in the district.

Appendix #2

ESL Support Documents Reviewed by Committee

	Name of Document	Dated	Source
1.	E.S.L. Resource Book Vol. I	1986	B.C. Ministry of Education. Modern Lang. Services
2.	E.S.L. Resource Book Vol. II	1986	B.C. Ministry of Education Modern Lang. Services
3.	E.S.L./Dialect Resource Book	1987 Reprint	B.C. Ministry of Education Curriculum Development Branch
4.	E.S.L. Language and Content Instructions Handbook Vol. I	1987 Reprint	B.C. Ministry of Education Curriculum Development Branch
5.	E.S.L. Language and Content Instructions Handbook Vol. II	1987 Reprint	B.C. Ministry of Education Curriculum Development Branch
6.	English As A Second Language - Getting Started	undated circa 1982	Compiled by a group of E.S.L. Teachers - District #68

The documents mentioned above were examined to determine the level of usefulness for the local E.S.L. programme. It was found that all of them contained useful and valuable information regarding programme content and methodology. There were specific suggestions for lesson models, curricular modifications and adaptations, content-area integration, co-curricular and extra-curricular activities, assessment and evaluation techniques as well as sources of supplementary materials. However, since the amount and depth of information contained in these documents could prove almost overwhelming (especially to a beginning E.S.L. Teacher), the reviewers felt that the most salient and practical aspects could be incorporated into one "user-friendly" document tailored to suit the needs of the local E.S.L. programme.

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Appendix #3

Philosophy of the ESL Program
Grades 1-12
School District #68

PHILOSOPHY OF THE ESL PROGRAM

Grades 1 to 12

The philosophy of the ESL program in Nanaimo School District No. 68 is in accordance with the Goals of the Year 2000 document. All children, regardless of their linguistic and cultural background, will have an opportunity to develop to their full potential.

While ESL children have much in common with other children, they have specific needs in two areas: learning a new language, and adapting to another culture. Every effort should be made to meet these needs in such a way that, as children achieve fluency in English that is commensurate with their ages and abilities, their first language (L1) and their culture are supplemented, not supplanted.

Following are some of the fundamental principles upon which the Nanaimo School District's ESL program is based:

- A child's sense of identity and self-worth is closely linked to his first language or dialect. This should be recognized and respected.

- Language has a variety of functions. Children need opportunities to gain competence in English as a form of communication in a range of functions and a variety of contexts.

- Content which is meaningful and interesting to children enhances language learning.

- Concept development and language development are interrelated. Concepts development in L1 may be transferred in L2. Language and concepts may need to be developed in L2. The same is true with second dialect speakers.

- While it appears that ESL children are not actively involved in classroom learning activities, these children are, in fact, trying to absorb and process a great deal of language and activity that is new to them.

- Maintenance of the mother tongue helps to enhance second language acquisition.

- Every effort should be made to place ESL children in situations that maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information.

- Integration is preferable to assimilation. While ESL children must be oriented to the multi-ethnic nature of Canadian society, children and their families will choose to maintain their own culture in certain facets of life. Mutual understanding and respect across cultures must be encouraged.

- Children's success in the ESL program in this district depends, in part, on the quality of interaction and level of understanding that exists between the school, the children and their homes.

- An exchange of cultural information within the school can lead to an understanding of, and appreciation for, the various cultures represented in the school and community.

- The program should take into account that ESL children may experience the psychological phenomenon of culture shock during the period of adjustment to the new culture.

ESL children frequently enter the program with little or no exposure to the English language or to Canadian culture. The situation is even more critical for children whose education has been interrupted due to social and political conditions in their own countries. For these children there are not only linguistic and cultural gaps, but also educational gaps.

The ESL program in Nanaimo will help children to:

- acquire and practise linguistic skills which are necessary for academic success across the subject areas at the high school level;

- make psychological adjustment to their new culture and acquire sufficient knowledge of the culture to enable them to become integrated without major trauma.

ROLE DESCRIPTION: ESL

CORE FUNCTION:

English as a Second Language/Dialect (ESL/D) programs are designed to provide a learning environment that emphasizes the following:

1. English Language Skills instruction;
2. Introduction to the school and community while maintaining pride in linguistic and cultural heritage.

REPORTING RELATIONSHIP:

The ESL teacher is responsible to the school principal in co-operation with the Director of Instruction - Modern Languages & ESL.

DETAILS OF FUNCTION:

1. Student Assessment

The role of the ESL teacher is to arrange formal and informal testing as needed and to present assessment and interpretation of results in an educational format.

2. Placement

a. Full integration for the ESL students in the curricular and extra-curricular program is the primary responsibility of the school. It is important that the ESL student be placed as close as possible to their peer group. Ideally, they should be placed in the grade corresponding to their age.

b. It is desirable that the ESL student be integrated within the regular instructional program as soon as possible. This integration may occur on a full or partial basis depending on the needs of the individual student. Student progress varies according to the individual; therefore, some students will require longer and more intensive ESL support than others.

c. Placement in the ESL program in the school addresses only some of the students' and schools' needs. Other specialized support services will be called upon as the ESL teacher deems necessary. Specialized learning resources, supplies and materials appropriate to the students' needs will be used to enhance their learning environment.

d. Placement in the ESL program is intended to be on an identified needs basis; thus, students should be fully integrated as soon as they are able to cope in the regular program. Exit from the ESL program reflects individual progress and is usually determined by consultation between the ESL teacher and the home classroom/subject area teacher(s). Exit criteria are based on both linguistic proficiency (social and academic proficiency) and other readiness factors.

3. Direct Instruction

To provide instruction for students in the following categories:

Generic Descriptions: Speaking

Novice
The novice level is characterized by an ability to communicate minimally with the learned material.

Novice-Low
Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid
Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocuter's words. Speakers may have some difficulty producing even the simplest utterances. Some Beginner-Mid speakers will be understood only with great difficulty.

Novice-High
Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centres on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Beginner-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate
The intermediate level is characterized by an ability to

- create with the language by combining and re-combining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

Intermediate-Low
Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g. personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may be still strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level; but repetition may still be required.

Advanced

The Advanced Level is characterized by an ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and,
- narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some grouping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech, but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by an ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions: Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice

The Novice level is characterized by an ability to recognize learned material and isolated words and phrases when strongly supported by context.

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Novice-Low
Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid
Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High
Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate
The Intermediate level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.

Intermediate-Low
Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid
Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High
Able to sustain understandings over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced
The Advanced level is characterized by an ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation, including some topics where comprehension is complicated due to an unexpected sequence of events.

Advanced
Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra-linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus
Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior
The Superior level is characterized by an ability to understand concrete and abstract topics in extended discourse offered by speakers using native-like discourse strategies.

Superior
Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished
The Distinguished level is characterized by an ability to understand accurately most linguistic styles and forms from within the cultural framework of the language.

Distinguished
Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theatre plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions: Reading

These guidelines assume all reading texts to be authentic and legible.

Novice
The Novice level is characterized by an ability to:

- identify isolated words and phrases when strongly supported by context; and
- identify learned material.

Novice-Low
Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid
Able to recognize the symbols of an alphabet and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High
Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables maps, and signs. At times, but not on a consistent basis, the Novice-High reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

Intermediate
The Intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.

Intermediate-Low
Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge.

Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid
Able to read consistently with increased understanding of simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High
Able to read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced
The Advanced level is characterized by:

- an ability to read with consistent understanding prose several paragraphs in length, dealing primarily with factual information and intended for the general reader; and,
- in areas of special interest or knowledge, an increasing ability to understand parts of texts which are propositionally and linguistically complex.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject-matter knowledge but also from increasing control of language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routined business letters, and simple technical material written for the general reader.

Advanced-Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

The Superior level is characterized by an ability to read, for information or for pleasure with almost complete comprehension and at normal speed, a wide variety of texts on a wide variety of topics.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject-matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation, and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extra-linguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge). Material at this level will include a variety of literary texts, editorials, correspondence, general reports, and technical materials in professional fields. Re-reading is rarely necessary, and misreading is rare.

Distinguished
The Distinguished level is characterized by an ability to read fluently and accurately most styles and forms of the language with comprehension that is achieved from within the cultural framework of the language and that includes appreciation of nuance and subtlety.

Distinguished
Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject-matter area directed to the general reader.

Generic Descriptions: Writing

Novice
The Novice level is characterized by an ability to produce isolated words and phrases.

Novice-Low
Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-Mid
Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High
Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the
symbols in an alphabetical or syllabic system of 50 - 100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate

The Intermediate level is characterized by an ability to meet practical writing needs by communicating simple facts and ideas in a loose collection of sentences.

Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g. nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Advanced

The Advanced level is characterized by an ability to write narratives and descriptions of a factual nature of at least several paragraphs in length on familiar topics.

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resum)s, as well as narratives and descriptions of a factual nature. Has sufficient vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g. common word order patterns, co-ordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Advanced-Plus

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior

The Superior level is characterized by an ability to write formally and informally on practical, social, and professional topics.

Superior

Able to express self effectively in most formal and informal writing on practical, social, and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or non-alphabetical symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target-language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

(Source: "Exemplary Practice Series", Center on Evaluation, Development Research, Foreign Language, Phi Delta Kappa).

4. **Co-operative Planning:**

a. To plan the educational program in consultation with the classroom/subject teacher and other professionals.
b. To provide support and consultation to the regular classroom/subject teachers.
c. To provide information on student progress to parents in co-operation with the classroom teachers (use of interpreter where necessary).

PROGRAM COMPONENTS:

The ESL program focuses on direction instruction but must be flexible enough to provide time for:

- assessment/consultation
- program planning and placement
- co-operative planning

ACCOMMODATION:

ESL teachers require instructional space adequate for student caseload. A permanent designated area is desirable.

CASELOAD:

District guidelines according to teachers' contract:20 students per FTE.

PROGRAM PERSONNEL:

- Classroom experience at the appropriate grade level.
- ESL course work (i.e. ED.478; Ed.489{UBC} or equivalent).

It is anticipated that the ESL teachers will meet or be working towards these qualifications.

ENGLISH AS A SECOND LANGUAGE REPORT

Name _____ Date _____

G = good progress
S = satisfactory progress
I = improving

N = needs to improve
N/A = does not apply at this level

	Nov. First Report	March Second Report	June Third Report
Personal Development			
1. Is neat in written work			
2. Completes assignments on time			
3. Tries to do work of good quality to ability level			
4. Is learning to form letters and numbers well			
5. Participates fully in classroom activities			
6. Shows good behavior and control in the classroom			
7. Socializes well with others			
8. Obeys classroom rules and responds to correction			
9. Treats others with politeness and respect			
10. Attempts classroom work as competency develops			
11. Works to develop a competency that will enable him/her to achieve at the classroom level			
Reading			
1. Recognizes sounds, blends and other aspects of the sound system of English			
2. Reads orally with good pronunciation and decoding of the words in reading passages			
3. Reads, without errors at an acceptable rate in materials appropriate to age and grouping			
4. Can work out the meaning of words from the context of a passage			
5. Comprehends reading and responds to oral and written questions through a. expressing answers orally b. writing answers			

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	Nov. First Report	March Second Report	June Third Report
Writing			
1. Can spell common words and new words that have been taught			
2. Arranges words and phrases in proper syntax in writing			
3. Uses vocabulary appropriate to the writing assignment			
4. Adds prefixes, suffixes and other affixes properly			
5. Uses articles, prepositions and other function words appropriately			
6. Uses English creatively to express imagination and ideas fully			
7. Reveals an emerging vocabulary background to convey written meaning			
Listening			
1. Follows a conversation with understanding			
2. Understands directions and instructions			
Speaking			
1. Pronounces:			
a. letters			
b. blends and letter combinations			
c. words and word groupings			
2. Uses vocabulary and words appropriate to the speaking situation			
3. Makes use of syntax by combining words and phrases into proper groups			
4. Expresses himself/herself orally and strives to improve competency			

Comments:

_____

_____

_____

_____

Ban phuc trinh lop Anh ngu

Ten: _____ Ngay: _____

Thu Hang

G	= Tot	N	= Can co gang hon
S	= Trung Binh	N/A	= Khong ap dung trong thoi gian nay hay truong hop nay
I	= Da co tien trien		

	Ket qua ky mot	ky hai	ky ba
Tien trinh cua Hoc sinh			
1. Viet chu gon gang			
2. Hoan tat Bai dung thoi han			
3. Co gang lam viec tot trong kha nang cua minh			
4. Nhan dien dung chu va so			
5. Tham gia moi hoat dong trong lop			
6. Giu hanh kiem tot trong lop			
7. Lien he tot voi nguoi khac			
8. Giu ky luat va biet nhan loi			
9. Nha nhan va ton trong nguoi khac			
10. Tham gia cong viec trong lop voi su ganh dua			
11. Co gang trong cong viec hoc tieng Anh de dat duoc ket qua qui dinh			
Doc			
1. Nhan duoc nhung am thanh va nhung phan dac biet khac trong he thong tieng anh			
2. Doc dung giong va giai thich nhung chu doc qua			
3. Doc khong vap loi o toc do co the chap nhan duoc trong nhung sach ma thich hop voi tuoi va trinh do			
4. Hieu duoc nghia nhung chu trong doan van dang doc			
5. Hieu bai doc va tra loi bang van dap va viet nhung cau hoi bang cach: a. tra loi van dap b. Viet cau tra loi			

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	Ket qua ky mot	ky hai	ky ba
Viet			
1. Danh van nhung chu thong thuong va moi ma da duoc day			
2. Xep dat nhung chu va nhom chu cho dung van pham			
3. Dung ngu vung thich hop trong bai van			
4. Them chu dau, cuoi hay cho trong cho hop nghia			
5. Dung thich hop mao tu, gioi tu va nhung chu co chuc nang khac			
6. Dung tieng Anh bang cach sang tao de dien ta su tuong tuong va tu tuong mot cach day du			
7. Bieu lo nhung ngu vung da hoc qua de dat toi nhung cau viet co y nghia			
Nghe			
1. Theo doi va hieu nhung cau dam thoai			
2. Hieu duong loi va su huong dan			
Noi			
1. Phat am:			
a. Mau tu			
b. Nhieu mau tu hop thanh			
c. Chu va nhom chu			
2. Dung dung chu va ngu vung khi noi			
3. Dung dung van pham bang cach ket hop nhung chu va nhom chu tro thanh nhung cau co y nghia			
4. Dien ta bang loi noi va co gang de phat trien kha nang			

Phe Binh

_____

_____

_____

_____

FAMILY QUESTIONNAIRE

Family Name _____

Date of interview/registration: _____

Interviewer's name _____

Ethnic identity group _____

Date of arrival _____

Children currently attending Nanaimo schools

Name:	School	Translate (y/n)

Countries of residence _____

Dates _____

Country of birth _____

Names of adults interviewed _____

English Contact Person _____

Relationship _____ Phone _____

Information about family living in home

Present
(Parents, guardians, adoptive parents.)
Name Relationship

Who is primary caretaker now?
Name Relationship

Others living in home
All children Ages

In Previous Country of Residence
(Parent, guardians if different)

Who was primary caretaker?

Others living in home (including siblings):

Notes to the interviewer
If a parent is deceased, please indicate.
If a child is adopted, please indicate how well he/she knows the new family

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	Yes	No
Do you have the school records?		
Did you bring any schol texts with you? If so, which ones?		
Do you normally have books/magazines in your home?		
Are you able to ehlp yoru child with homework?		
Is there a place to do school work at home? Describe:		

Attendance: regular/irriegular
If irregular, please explain:

Subject(s) liked most: _____

_____

Subject(s) liked least: _____

_____

	Yes	No
Are there any special skills or learning problems you would like to tell us about? Explain		
Has your child skipped a grade? What Grade?		
Has your child repeated a grade? What grade? Why?		
Any special learning assistance provided? Explain _____		

Extra-curricular activities, hobbies, interests:

_____

What responsibilities does/did your child have? (eg. care of self-dress, bathe, wash hair, etc.; household chores - meal preparation; babysitting) _____

_____

For Secondary students: Does student have a parttime job?_____ full time job? _____

Parental observation of overall achievement _____

Student's educational plans _____

Any additional information about schooling _____

_____

Interviewer's name _____

Name _____
Name to be used in class _____
Date of Birth _____
Sex: M _____ F _____

EDUCATIONAL INFORMATION

Since birth has your child always lived with his/her parents? Yes _____ No _____
(If not, where, when, how long?)

At what age did your child start school? _____

BACKGROUND INFORMATION - EDUCATIONAL

Previous schools attended (start with last school):

Name of school				
Type of school (Identify urban or rural and public, private, tutoring or refugee camp)				
City, Country				
Language of instruction				
Dates (from-to)				
Child's age				
Grades completed				
Days per week				
Daily hours				
Number of students in class				

English Study in First Country

(English and all other subjects taught in English)

	Hours/week	Years	Language of Instruction	Language of Textbooks
Elementary School	_____	_____	_____	_____
Secondary School	_____	_____	_____	_____
Tutoring	_____	_____	_____	_____
Refugee camp	_____	_____	_____	_____

Information about arrival in Canada

Reason for coming to Canada _____

_____

_____

Immigration status (put expiry date when appropriate):

Landed _____ Refugee _____

Work permit _____ Ministerial permit _____

Student authorization _____

Other _____

(**Note:** Updating an authorization is the family's responsibility)

Does your family intend on

a. staying in Canada? _____

b. or returning to your country of origin? _____

Circumstances of arrival: sponsored by -

a family member _____

an agency _____

other _____

Who is involved in assisting family here? _____

Information about educational/occupational background of parents:

Contacts

Is either parent away frequently and/or for extended periods of time?

Yes _____ No _____

(If either parent is away frequently, get business card or fax/phone in the first country).

Who is the responsible adult for your child while you are away? _____

_____

Who should we talk to about school-related decisions? _____

_____

ASSESSMENT SUMMARY - Secondary

Age Grade Equivalent
School Year 199____ - 9____

Name _____ Testing Date _____
Date of Birth _____ Assessment Teacher _____

Reading

Gapadol Reading Comprehension Form G Score ____ Gr. Equivalent _____
Reading Age _____

GAP Reading Comprehension Form R Score ____ Gr. Equivalent _____
Woodcock Passage Comprehension H Grade Equivalent _____
Woodcock Word Comprehension H Grade Equivalent _____

Structure

CELT Structure Form B Score _____ / 75

CELT Listening Form B Score _____ / 50

CELT Vocabulary Form B Score _____ / 75

Nelson Quickcheck A_1 _____ / 25

Oral Interview _____

Writing

English Composition _____ Sentence Dictation _____ Copying Sample _____
L1 Composition _____ Sentence Completion _____

Mathematics Survey Test

FORM 1 Part A Score _____ / 25 FORM 1 Part B _____ Score _____ / 15

FORM 1 Part C Score _____ / 20

FORM 2 Part D Score _____ / 20 FORM 2 Part E _____ Score _____ / 20

Curriculum Associates FORM A Score _____ / 32

Recommendation

_____
_____
_____

Comments

_____
_____
_____

Name _____ Today's date _____

Date of Birth _____ Native Language _____

Native Language Writing Sample

Title:

Interviewer's comments

Age Grade Equivalent _____
School Year 90 - 91 _____

ASSESSMENT SUMMARY - Elementary (Intermediate aged student)

Name _____ Testing Date _____

Date of Birth _____ Assessment Teacher _____

Reading

GAP Reading Comprehension Form R Score _____ Grade Equivalent _____

Woodcock Reading Mastery Tests - Revised H

Test 6 Passage Comprehension Grade Equivalent _____

Test 3 World Identification Grade Equivalent _____

Oral Interview

- a indicates ability to:

1. count _____ and read numbers _____
2. say the alphabet _____ and identify letter names _____
3. identify colours _____ /11 _____
4. identify body parts _____ /19 _____
5. identify school items _____ /06 _____
6. use prepositions _____ /09 _____
7. recite the days of the week _____
8. answer personal information questions meaningfully
   in the present _____
   in the past _____
   in the future _____
9. formulate questions _____

Writing

English Composition _____ Sentence Dictation _____ Copying Sample _____

Illustration _____ Sentence completion _____ L1 composition _____

BSM 11

Math

Curriculum Associates (Brigance) Form A Score _____

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Recommendation

_____

_____

_____

Comments

_____

_____

_____

FAMILY QUESTIONNAIRE

Family Name _____

Date of interview/registration:

_____

Interviewer's name:

_____

Ethnic identity group:

_____

Date of arrival:

_____

Children currently attending Vancouver schools.

Name	School	Translate

Countries of residence:

_____
_____
_____

Dates

_____
_____
_____

Country of Birth:

_____

Names of adults interviewed

_____
_____

English Contact Person: _____

Relationship: _____ Phone: _____

Information about family living in home:

PRESENT
(Parents, guardians, adoptive parents)
Name Relationship

Who is primary caretaker now?
Name Relationship

Others living in home

All children Ages

IN PREVIOUS COUNTRY OF RESIDENCE
(Parent, guardians if different)

Who was primary caretaker?

Others living in home (including siblings)

Notes to the interviewer:

If a parent is deceased, please indicate.
If a child is adopted, pleased indicate how well he/she knows the new family.

Do you have the school records? Yes _____ No _____

Did you bring any school texts with you? Yes _____ No _____
Which one(s)?

Do you normally have books/magazines in your home? Yes _____ No _____

Are you able to help your child with homework? Yes _____ No _____

Is there a place to do school work at home? Yes _____ No _____
Describe

Attendance Regular _____ Irregular _____
If irregular, please explain

_____

Subject(s) liked most _____

Subject(s) liked least _____

Are there any special skills or learning problems
you would like to tell us about? Yes _____ No _____
Explain

_____

_____

Has your child skipped a grade? Yes _____ No _____
What grade? _____

Has your child repeated a grade? Yes _____ No _____
What grade? _____

Why?

_____

Any special learning assistance provided? Yes _____ No _____
Explain _____

_____

Extra-curricular activities, hobbies, interests _____

_____

What responsibilities does/did your child have? (eg, care of self-dress, bathe, wash hair, etc.; household chores - meal preparation; babysitting) _____

_____

For Secondary Students:
Does student have a part time _____ full time _____ job?

Parental observation of overall achievement _____

_____

Student's educational plans: _____

_____

Any additional information about schooling _____

_____

Interviewer's name

_____

Name _____

Name to be used in class _____

Date of Birth _____

Sex: M F

EDUCATIONAL INFORMATION

Since birth, has your child always lived with his/her parents? Yes _____ No _____
(If not, where, when, how long?)

_____

At what age did your child start school? _____

BACKGROUND INFORMATION - EDUCATIONAL

Previous schools attended (start with last school):

Name of school				
Type of school (Identify urban or rural and public, private, tutoring or refugee camp)				
City, Country				
Language of instruction				
Dates (from-to)				
Child's age				
Grades completed				
Days per week				
Daily hours				
Number of students in class				

English Study in First Country
(English and all other subjects taught in English)

	Hours/week	Years	Language of Instruction	Language of Textbooks
Elementary School				
Secondary School				
Tutoring				
Refugee camp				

Information about arrival in Canada
Reason for coming to Canada

Immigration status (put expiry date when appropriate)
Landed _____ Refugee _____
Work permit _____ Ministerial permit _____
Student authorization _____
Other _____

(**Note:** Updating an authorization is the family's responsibility).

Does your family intend on
a. staying in Canada? _____
b. or returning to your country of origin? _____

Circumstances of arrival: sponsored by a family member _____
an agency _____
other _____

Who is involved in assisting family here? _____
_____

Information about educational/occupational background of parents: _____
_____

Contacts
Is either parent away frequently and/or for extended periods of time?
Yes _____ No _____

(If either parent is away frequently, get business card or fax/phone in the first country). _____

Who is the responsible adult for your child while you are away? _____

Who should we talk to about school-related decisions? _____

Appendix #4

Congruency analysis of Ministry and District Philosophy, Goals and Guidelines

COMPARISON OF MINISTRY AND S.D.#68 PHILOSOPHY, GOALS AND GUIDELINES

Submitted by: Sharon Niddrie & Jan Iverson November 1993

PHILOSOPHY: MINISTRY OF EDUCATION	SCHOOL DISTRICT# 68
All students regardless of logistics or cultural background will have the opportunity to develop their potential to the fullest extent.	The same.
GOALS: Goals include: - sense of self worth - pride of heritage -communicative competence (reading, writing, speaking and listening) - immersion in second language culture - appreciation and understanding for cultural similarities and differences	The same.
FUNDAMENTAL ASSUMPTIONS IN RELATION TO CULTURE: - acknowledgement of the importance of the first culture - integration of culture between school and home - importance of teachers having an understanding of various cultures - recognition of culture shock - variety of behaviours that may be manifested in second language learners	CONTINUATION OF GOALS AND PRINCIPLES: -content meaningful and interesting - concept development and language related - inclusion in regular classroom activities recognizing that the focus is the acquisition of language - recognition of the importance of communication between school and home - acknowledgement of integration being preferable to assimilation - recognition of psychological phenomenon of culture shock
ORIENTATION: Step by step process from first day to total integration outline - orientation - gathering of student information - assessing student needs - interpretation of assessment - identification of other learning disabilities	Orientation not addressed in this document DETAILS OF FUNCTION: - placement - assessment - gathering of student information

CONGRUENCY OF MINISTRY AND S.D.#68 PHILOSOPHY, GOALS AND GUIDELINES

PROGRAMME: MINISTRY OF EDUCATION	SCHOOL DISTRICT# 68
PROGRAMME DELIVERY MODELS: - a list of variety of programme alternatives - description of the programme model - advantages and disadvantages of each model - testing techniques - evaluation of the programme	Program models used/available in the district not included in this document. Does include: - categories of instruction (detailed description of the four areas of language development) - programme components: • assessment • consultation • programme planning and placement • cooperative planning

SUMMARY STATEMENT:

There is a close match between the Ministry Document and the Nanaimo School District #68 ESL Document. The District document elaborates on several goals found in the Ministry document. The recognition of the importance of integration and how the concept development and the language development are interrelated are two examples of this. The school district document specifically addresses the importance of cooperative planning between the classroom teacher and the ESL teacher, as well as the importance of communication with the home. It also provides an outline of a method of reporting that covers the four areas of language development as well as personal development.

Appendix #5

ESL In-service and Professional Development Opportunities

NOV. 1993

AN ANALYSIS OF PROFESSIONAL DEVELOPMENT/IN-SERVICE AVAILABLE TO TEACHERS IN NANAIMO IN THE LAST THREE YEARS

Submitted by Brenda Stewart and Louise Brittain

N.D.T.A.

We analyzed the NDTA Pro-D records for 1990-93 and found that there were no workshops specifically for ESL. There were some pertaining to racism and multi-culturalism.

PROVINCIAL E.S.L. P.S.A.

Since October 1990, the ESL PSA has offered a conference in Vancouver every year on the Fall Pro-D day. The format is: keynote speaker or Vancouver Youth Theatre, workshops and publishers displays.

COST:	PSA membership	$50	
	registration	$15	(transportation and accommodation extra)

PROVINCIAL T.E.A.L.
(Teachers of English as an additional language.)

There are two conferences per year in the Lower Mainland. One is on a Saturday in the Fall. The other is a three day spring conference.(Thurs. evening, Fri. & Sat)

COST:	membership	$50 per year	
	registration(3 days)	$130	(transport and accommodation extra)

There is a Vancouver Island chapter of TEAL. They host two Saturday workshops, one in the Fall in Nanaimo and one in the spring in Victoria.
Examples of workshops: April 1991: A speaker on the Oakridge Reception Centre.
Nov. 1991: Andra Thakar & STAAR(Students Taking Action Against Racism)--anti-racism strategies.

Every three years the TRI-TESOL(B.C., Washington, Oregon) conference is in Vancouver.(Oct. 28-30, 1993). The theme of this year's conference was "Beyond Borders".

LOCAL ESL TEACHERS

Some Pro-D has been initiated by the local ESL teachers themselves.

After School Workshops:

(a) Computers & ESL by Shawne Wasilieff

(b) Dairy Foundation nutrition workshops for ESL teachers

One day Inservice: Jan. 27, 1993

This was facilitated by four local ESL teachers. The topic was introduction to(for new staff)and standardization of policies & procedures and transfer of information on ESL students from school to school.

There is going to be another 1 day workshop Feb 1st 1994, organized by the ESL teachers themselves, with facilitators from the lower mainland with 2 themes: assessment and team building.

OTHER

In November 1991, Steven Kraschen, a well-known ESL researcher presented a workshop in Vancouver.

NOTE: Local Pro-D allotment is $180 per FTE, given to each school. Cost of TOC(Teacher-On-Call) is $155.

Appendix #6

Survey Questionnaires and Collated Results

a) ESL Teachers

b) Classroom teachers

c) School Administrators

d) District Administration

e) Parent Interview

f) Student Interview

ESL Program Review
Questionnaire for ESL Teachers
Summary of Responses

PART ONE:

14 questionnaires were returned.

Current Teaching Assignment: **8 were FTE, 3 were 0.5, 2 was 0.2 and one did not respond**

No. of years teaching experience: **range from 3 years to 33 years**
No. of years in S.D. #68: **2 years to 24 years**

No. of years teaching ESL: **first year to 17 years**
Teaching Level: Elem. 10, Sec. 6, one has taught both elementary and secondary

b) Your ESL teaching qualifications:

- teaching experience,
- LA training
- Diploma in Linguistics
- learned 3 languages
- Ed430, 478, 489 U.B.C.
- workshops and conferences- 2
- TESL
- U Vic Master's level seminars
- Experience, workshops and courses
- ESL Methodology courses S.F
- Linguistics U. of Vic.
- tutoring overseas
- Ed589 U. of Vic. & 480 Ed
- English, Sp. Ed.
- learned second language
- U Vic summer institute

2. Your model of program delivery: itinerant - 6, school based- 8, area centre -2, other **students live in the area**

Number of schools you presently serve: 2,3,1,2,1,4,3,1,7,1,1,1,1,1

3. Your present teaching assignment (based on student competency levels in English):

	Beginners	Intermediate	Advanced
No. of Students	19,4,3,24,9,13,5,7 9,7,15,12,5	13,4,8,21,15,17,8,19 15,30,8,22	6,2,2,4,4,10,2,9 7,3,3,0
Average time allotted students per week	_____	_____	_____
Average number of students in a			

group	3-4,4,2,4-7,5,2,5,1.5 4,12,6,5,12	2-3,4,3,3-4,1-2,5,2	1,3,3,1-2,2,2,2
	(plus a TA)	5,15 (plus a TA)3,5,17	2,15
	sometimes groups are combined		

4. a) In what ways do you track and record individual ESL student progress?
- handouts: includes personnel history, record of lessons, record of ESL service
- formal tests - 4
- anecdotal daily observation / evaluation of progress- 4
- student folders - work samples, letters, reports, observations and assessments- 5
- work file - observation, standardized testing -2
- report cards - 5
- progress in classroom subject areas
- IEPs
- end of term assessment of English level - 2
- discussion with regular classroom teacher - 2
- content testing in ESL courses e.g. social studies
- discussion with counsellor

b) Where are the records of individual ESL student progress kept?

classroom 9 school office 8
Student Support Services 3 ESL room - 5

5. Who makes decisions about the movement / placement of your ESL students within the school / between schools?

- classroom teacher / ESL teacher and AO - 6
- AO, classroom / ESL teacher (in that order)
- AO
- ESL / classroom teacher / SBT
- ESL teacher in consultation with counsellor - 2
- ESL teacher
- teacher consults with ESL teacher

BETWEEN SCHOOLS
- District policy is: beginners to resident ESL teacher, Int. / Adv. to centre or neighbourhood school
- parent and student decide
- ESL teacher with counsellor
- ESL teacher with principal
- ESL teacher / AO / classroom teacher
- ESL teacher / AO
- parents

6. Are you aware of the ESL reception process recently initiated? Yes -14

7. What assessment and evaluation instruments do you use?

- IPT - 4
- ESL Placement Test
- TOLD - 2
- QUIET
- ITPI
- Gilmore- 3
- Trail Cloze- 4
- Peabody- 3
- Schonnel - 7
- informal tests
- Alberta Reading Prog. -2
- WRAT
- IDEA
- BCTF Spelling
- Raven -2
- BSM - 7
- TOWL - 2
- Brigance -3
- PPVT -2
- BOEHM - 5
- Bilingual Syntax
- Wepman
- Oral interview and writing samples
- Sequencing writing samples
- Barnell Loft Diagnostic Sp. Test
- CELT - 2
- GAP
- writing sample
- BUS STOP

8. What training have you received in the administration of these instruments?

- Tests and measurement Graduate course- Testing in ESL
- local workshops
- Sp. ED. specialty
- practical job application
- Testing and Counseling workshops through the Ministry and TEAL
- no formal training- 4
- other teachers- 4
- seminars and discussion
- LA teachers
- courses

9. When do you most often test students? - Quick informal assessment 3 times a year, informal throughout the year

- beginning and ending of the year (short and practical) testing ongoing
- September and May/June - 6
- Students new to the program 7
- reporting time - 3
- end of unit
- several times per year
- end of semester - 2
- when they graduate from the program

What happens to your regular schedule when testing is done?

- one half hour testing block
- regular schedule carries on, testing on the side

- cancel classes 7
- TA takes class - 2
- regular schedule falls apart

10. Do you prepare Education Plans for your ESL students?
Group: Yes - 9 No - 3 Individual: Yes- 9 No- 1
(2 as required)

11. Do you refer ESL students for other support services?
Yes- 13 No- no need at this time
If yes, please specify:
counselor - 10 learning assistance - 10 resource room 9

other: Speech and Lang., community resources, whatever is necessary - 2
speech path., hearing, sight, PH nurse, Psychological testing

12. a) On the average, how much time per week do you spend discussing ESL student learning with:

other ESL teachers: 1 hour- 4, 10 min.- 2, .1, negligible, 1/2 hour
classroom teachers: 1 hour or more - 5, 10 -40 min., 30-40 min. - 6, .3 hr
A.O. s: 15 min. - 3, 10 min. - 2, .5, 1-2 hours, 5 min., varies
parents: 15 min. - 3, one half hour - 2, .2, rarely, as needed, zero
Student Support Services 1 hour, .1, 5 min., as needed, zero
school based team: 1 hour once or twice a month, 5 min., zero
other:

- depends on the time of the year
- Sp. Ed person - she has taught ESL
- other agencies - 1/2 hour
- TA - 1 hour
- counsellors

b) When do you most often meet?

in class time 2 in your own time 10

recess/lunch 13 APDT (prep) 5

c) How do you communicate with ESL parents?

conferences 10 telephone 11 letters 8 home visits 6

other: reporting and through an interpreter
reports, interpreter

d) How often do you communicate with ESL parents? varies

weekly ____ monthly 3 once a term 9 (sometimes 2X)

other:
- whenever necessary and possible - 6
- informally (when picking up students) - 2
- sometimes use other students - 2

e) Are interpreters readily available to you when needed? Yes- 3 No- 7

13. The physical facility for the ESL program at your school(s) is:

a regular classroom 8 a portable 4

other:

- bookroom	- small office	- library
- share with L.A./R.R	- L.A. room	- wherever space
- small room off L.A.	paper storage room	- corner of computer rm.
- old kitchen		

14. To support the ESL program, what yearly budget is allotted to:

the ESL teacher $: varies - 2 adequate to nil, $100.00 - $1200.00, $800.- 3
your school: $ total amount allotted to teacher (one reply)
- no funds available that I am aware of - 3

15. a) Who is responsible for formally evaluating your teaching?

don't know, A.O - 10, S.S.S. - 3

b) How many times have you been evaluated since becoming part of the ESL program in this district? none (first year), none - 2, 3 times - 2, once - 4, twice - 4

PART TWO:

ESL teachers answered some of the questions more than once if they had differing experiences at different schools. (itinerent teachers)

1. Consistent district wide philosophy and goals guide the planning of the ESL program in S.D.#68.
A- 3 N- 2 D - 3 SD- 5 NK- 1
Comments: - been developed but not implemented

- ESL teachers have differing philosophies

2. The ESL program is considered
a valuable component of the
ESL child's learning by:

a) the school administrator
SA- 5 A- 7 N- 1 some ar very committed, others not at all

b) classroom teachers
SA- 4 A- 11 D- 1
c) support teachers
SA- 2 A- 10 N- 2 some don't seem to value it, others do
- depending on the level of English
d) district administration.
A- 4 D- 3 SD- 2 NK- 3

3. There is continuity of <u>program</u>
for ESL learners:
a) in your school(s)
SA- 6 A- 5 D- 2 SD- 1
b) in School District #68.
A- 2 N- 2 D- 3 SD- 4 NK- 2
- would be if funding and staffing were stabilized
- would be continuity if same teacher in school
- difficult to assess when we don't see one another's programs

4. There is continuity of <u>personnel</u>
for ESL learners:
a) in your school(s)
SA- 4 A- 5 N- 1 D- 2 SD- 2
b) in School District #68.
SA- 1 A - 1 N- 1 D- 4 SD- 4 NK- 2
- time allotment and teachers change from year to year
- this year it is improving last year no

5. The roles and responsibilities
within the ESL program have
been clearly established for:
a) ESL teachers
A- 5 N- 3 D- 4 SD - 1
- some itinerants serving more than three schools (2 teachers are)
b) classroom teachers
A- 1 N- 2 D- 8 SD - 1
c) administrative officers
A- 2 N- 6 D- 3 SD - 1 NK - 1

- not aware of the importance of the program
d) Student Support Services
SA- 1 A- 2 N- 4 D- 6 SD - 1 NK- 1
- avoided establishing this because of a disagreement with Dale
e) parents.
N- 2 A - 1 D- 5 SD- 2 NK- 2

I believe at least 2 role descriptions drafted in the last 7 years but not implemented.

6. Criteria used for decision making about movement / placement of ESL students

a) within the school is consistent.
SA- 3 A- 9 N- 1 D- 3 SD- 1

b) between schools is consistent.
A- 2 D- 6 SD- 3 N - 1 NK- 2

7. The ESL program belongs under the umbrella of:
a) Student Support Services
SA- 2 A - 1 N- 5 D- 2 SD- 4
- ESL needs its own A.O.
b) Modern Languages.
SA- 4 A- 3 N- 5 SD - 1 NK - 1

8. Content in the ESL program should be coordinated and integrated with what is being taught in the regular classroom.
SA- 7 A- 3 N- 1 D - 1
- depends on the ability of the learner

9. It is educationally sound to have all three models of ESL program delivery (itinerant, school-based, area centre) in S.D.#68.
SA- 6 A- 6 SD- 2
- yes, itinerant and school based but not area centres
- essential
- especially since going zonal with other special services
- because of lack of funds, school based become itinerent- least practical and educationally sound

- evaluate these; no imput from us. We need to have communication and discussion.

10. There are consistent criteria
for children:
a) entering the program
SA- 2 A- 3 N- 1 D - 3 SD- 3
- affected by staffing level
- at present, inconsistent and inefficient
- criteria varies from teacher to teacher and school to school
b) exiting the program.
SA- 1 A-3 N- 1 D- 4 SD- 3 NK- 2

11. The reception centre process
will improve the entry of students
into the ESL program.
SA- 2 A- 4 N- 3 D - 1 (not the way it exists now) SD- 2
- window dressing
- did not do what was stated
- not the way the original objectives were developed
- Agree only if there is enough money to do it properly

12. You have adequate
input into decision making
regarding changes to the local
ESL program.
A- 3 N- 1 D- 3 SD- 5
- some kinds of decisions
- decisions made in isolation without cooperation - 2
- informed afterwards

13. Decisions regarding ESL
students are made in
school-based team meetings
at your school(s).
SA- 2 A- 4 N- 2 D- 5 SD- 2
- some decisions
- only those that need other support services/advice is sought from members

14. You should provide
classroom teacher(s) with
written Education Plans for ESL
students.
SA- 3 A - 1 N- 3 D- 5
- impractical when understaffed
- ideal but not realistic

- if asked, yes
- conferencing more practical

15. A.O.s and classroom teachers should have copies of the ESL teacher's schedules.
SA-9 A- 5 N- 1

16. The physical facilities for the ESL program at your school(s) are adequate.
SA- 2 A- 10 D- 2 SD- 1
- this year "yes"

17. You have adequate access to computers for record keeping.
SA- 2 A- 5 N- 2 D- 3 SD- 1
outside school time on own time

18. Computers are an essential learning tool for ESL students.
SA- 3 A- 5 N- 3 D- 2 SD- 1
- especially for older students
- no access for individual students in ESL class

19. Ministry funding for the ESL program is sufficient to cover its cost in the district.
SA- 1 A- 1 N- 1 D- 1 SD- 3 NK- 5
- should be clear understanding of the distribution of funds
- who knows
- Mr. Fullen says yes and the District says no
- we've been told its not; don't really undertand funding process

20. You are able to access extra money to support the ESL program in their schools.
A- 3 N- 1 D- 3 SD- 3 NK- 2
- inconsistency in availability of basic supplies from school to school
- can access same as other teachers fundraising events
- yes; buses for field trips / not for supplies and computers

21. There are adequate resources available from the CRC to enhance the ESL program.
SA - 1 A- 3 N- 1 D- 3 SD- 3 NK- 3
- not readily available

BEST COPY AVAILABLE

- **out of date material**

22. ESL teachers make use of the ESL Lending Library which is housed at the Central Vancouver Island Multicultural Society.
N- 2 D- 5 NK-7
- **toy lending library**
- **didn't even know they had one we could use**
- **I have donated to them for their summer school programs**

23. The evaluation process for ESL teachers is adequate.
SA- 1 N- 2 D- 4 SD- 3 NK- 3

24. There are consistent qualifications required in the hiring of ESL teachers.
N- 1 D- 3 SD- 6 NK- 4

25. The qualifications of ESL teachers should be:
a) UBC 478 (linguistics), 487 (ESL methodology)
SA- 3 A- 6 N- 2 D- 1 SD - 1 NK- 2
- **some confusion with one response about the numbers of these courses** - 2
b) comparable courses from other universities / colleges
SA- 3 A-7 N- 2 NK- 2
c) TESL certificate
SA- 3 A- 3 N- 3 NK-2 (Is this designed for adult learners)
d) other: **field experience, participation in workshops and conferences, experience in L.A. and S.S.**
- **learning experience in another language**
- **need teachers who reflect students' background**
- **some formal training in ESL**
- **placement should be in area of training i.e. secondary**
- **any of a,b,c, should be okay**

26. You are provided with adequate information about recent research on ESL.
SA- 1 A- 2 N- 4 SD - 1 D- 5
- **through TESL journals, networks from PSA and conferences and wqorkshops and ESL terachers**

27. You are kept adequately informed about changes in the local ESL program.

A- 2 N- 4 D- 5 SD- 3

- decisions made in isolation

28. ESL inservice and professional development in the district are adequate for YOUR needs.

SA- 2 A - 2 N- 4 D- 4 SD- 2

- I feel general population needs to become aware of needs of ESL students

29. A teacher-on-call should substitute whenever an ESL teacher is absent.

SA- 7 A- 4 D- 1 SD- 2

- not for only one day
- only if ESL background/otherwise students better in the classroom
- priority given to trained ESL teachers
- depends on the length of absence and level of English of studends
- occasionally arrangements can be made to make up missed class time

****

May we contact you for a follow-up interview?

The following ESL teachers can be contacted for follow up interviews

Trudy Parsons	P.A Lyon	Judith French
M. Hancock	Sylvia Kool	Judy Kenmore
Ron Clarke	Bonnie Palfy	

****

Comments:

- student ages and mother tongue are important factors when learning English. 15 year olds require more help than 5 year olds
- linguistic environment at high school impoverished compared to rich repetition in Kindergarten
- Vietnamese and Chinese, with lack of concepts that we know as "tense" need more time than Indo European speakers
- ESL teachers should be working directly with classroom teachers
- Could double up on assignments - highly relevant to students and a wealth of practical linguistic information can be conveyed in a short time

Problems in this district two fold:

1) Lack of concerned and informed administration
2) ESL group is not small enough to reach consensus within itself nor large enough to handle several strongly opposing views and still produce a core that can work for the good of the program except in emergencies.
This has resulted in fragmentation, lack of direction, continuity, and growth. We badly need contract language that would stabilize numbers and programs. We badly need to be validated. Our morale is at an all time low as we see the few gains that we made being eroded without sufficient communication and input.

Teachers have not taken advantage of Pro. D. activities and workshops set up for ESL and classroom teachers. 5 to 6 (out of a possible 35 participants) regularly attend any of these workshops.
There is no funding for transportation for me to attend the ESL Lower mainland networking sessions. It is important that we keep up with new ideas happening throughout the province. The N.D.T.A. has helped out at times but many more times the money has come out of my own pocket.

- Classification into Beginner, Intermed. and Advanced oversimplified.
- A centres concept with registered ESL class often results in large groupings of different level students. "Homeroom" should perhaps be with regular students as soon as possible.

There are many differences and inequities in the ESL program in Nanaimo. Itinerant teachers have too many schools and too many students to cover in too little time. Often there is not adequate working space or effort by AC's to locate ESL teachers with adequate space. Time is not always allotted on the basis of student need but more on ESL teacher availability. Frequently students are seen only a few times a week for short periods of time when they need much more time for instruction. Sometimes students who have a need but are at advanced levels are unable to receive service because the numbers of ESL students at the school are too great and priority is given to students of greatest need.
The responsibilities of ESL teachers needs to be clarified and defined. Although we have at times tried to outline goals and objectives, between the starting and finishing, leadership failed and the good intentions never resulted in a finished product. Although Ministry resource books give a great deal of direction and background, ESL teachers in the District perceive their responsibilities and what they should teach as being very different. I think that it should be quite clearly outlined as to what kinds of outcomes we should be aiming for and what materials and strategies could be used to achieve these.
Although it is hard to be too specific because of potential and individual differences, graduation from the program should be determined in clearer

terms. What capabilities should ESL students have in order to cope with the curriculum in the classroom.

The ESL Program has suffered greatly from:
1) uncommitted and untrained administration
2) lack of communication between teachers administrator
3) lack of input from experienced teaching personnel regarding changes to the program
4) all decision making is in isolation and imposed top down
5) no one at the administrative level has accepted the responsibility of being an advocatefor the children and the program.

The timing of this evaluation is very difficult for me - having been assigned to a new area of teaching and trying to get in-service, planning and preparation done. Plus it being the beginning of a year with Open House, Parent Night, conferences, report cards, yearly overviews and general start up tasks, the delayed start and changes to our school program
- Closing down centre but the need to find place for beginners assigned here.
- The yearly changes in ESL staff with no consideration given to opposing philosophies being asked to work together cooperatively.
- No evaluation of the effectiveness of the area centre, but a change in staffing each year and then a decision to dissolve and go back to home schooling with itinerant service. Are we really giving the students equal opportunities to reach their potential in education.

*** In what ways can changes to the ESL program best be facilitated in S.D.#68?**

- better leadership! More cooperation between ESL teachers
- respect of our professionalism
- conflict resolution workshops
- The hiring of personnel- is thought given to candidates' philosophies? Does the school district have a guiding philosophy for ESL?
More knowledge and in-service given to all employees on the unique qualities and needs of ESL learners.

- ESL students best serviced in neighbourhood schools - better weekend prospects of talking with peers if seen during the week
- One ESL student in a school provides a rich linguistic environment. Why change this?
- Assessment of ESL based primarily on speaking - 100% to be native speaker level (i.e. fluency in colloquial English)
- students who score high on speaking but low on writing skill would probably be in L.A. if not for strange surnames
- a Number of students have graduated from high school but are still severely handicapped linguistically. They have few English contacts and want to improve their speech. They need guidance. If a speech therapist can spend

time on "lateral l's or lisps", what about the people who mispronounce 20% of the consonants and 40% of the clusters of consonants in English words.

Get us away from Special Ed. Provide a coordinator, resource person or director that has some background in, knowledge of, and interest in ESL

- Consistency in ESL referrals and discharges
- Early start up of the ESL program in Sept.
- ESL meeting (organizational) in late Sept.
- ESL meeting (with supervisor) monthly to show leadership, to unify ESL personnel, to update numbers and assignments
- have qualified teachers trained T.O.C. delivering ESL services
- ESL and T.O.C. should attend some workshops and conferences yearly
- clarification of where ESL budget is spent
- honest and genuine discussions concerning ESL issues
- more availability of translation services
- itinerant teachers should work within a zone and not service more than three schools. I run from South Nanaimo to North and spend more time on the buses than I do instructing.

- by working with AOs and not against them

Need for formulation and implementation of standard policies on:
- entrance and exit criteria
- district guidelines for school placement
- the tracking of students through district record keeping for SSS and ESL teachers

once these policies are in place, then the issue of equitable instruction time for ESL students needs to be tackled

Policy should suggest more time be given to ESL students depending on
- the lower the language proficiency
- the higher the grade level
- the greater the number of ESL students in their particular instruction group (e.g. a student receiving one on one service needs less time than a student in a class of 12)

Equitable instruction time for ESL students should lead to equitable staffing loads. All this will be difficult to accomplish without making and implementing decisions regarding the minimum qualifications for ESL teachers. The diverse backgrounds of ESL teachers is a factor in our paralyzation. Next, ESL teachers must be evaluated as other teachers are; regularly and thoroughly.

Only after these basic issues are finally settled can we work on the current issues in ESL:
- classroom teacher support and training (teach a teacher and you have reached 100's of students)
- M/C/ and racial issues

- dual language books and other invaluable resources
- encouraging parent involvement
- offering Pro D. to secretaries on "speaking the needed lingo" to new ESL families
- encouraging adult ESL class participation
- etc., etc., etc.

Two remaining issues:
1) Addressing the spirit of non cooperation among the ESL teachers. Until this is healed, evaluation by ESL teachers of new policies or plans may be based on personal alliances and not professional opinions.
2) Changes to the ESL program can best be facilitated by giving a leader the time to direct the needed overall of this program.

The changes needed are many but should come about as a result of this assessment and permanent, consistent leadership. The ESL program should come under the responsibility of someone who has the capability and time to oversee it. Although it doesn't have a large staff, the nature of the student population compels us to work very much in isolation and we need someone to pull us and the program together and steer us in a course that enables us to work towards common ends and objectives. The year that Gerald Fallen worked as our director started many positive programs in the district. It would be nice to pick up where we left off.

1) Consultation between: ESL teachers/parents/classroom teachers with ESL students/possibly AO's with ESL students in their schools.
2) A knowledgeable ESL teacher similar to the district French teachers that existed up to this year (and may still, I'm not sure)
3) Using the philosophy and goals to guide program planning
4) regular in-service on recent research to guide program change

<u>ALL</u> affected parties need to be made aware of proposed changes and have input into decisions made. Decisions must be made in an open educated way only after all opinions have been discussed and evaluated.
The reception centre is a wonderful idea <u>only</u> if
a) there is sufficient staff in the ESL classroom
b) staff at centre is <u>trained</u>and <u>experienced</u>
c) translators are present.
As it stands, the centre does not work and the ESL classrooms are overcrowded.

ESL Program Review
Questionnaire for Classroom Teachers
Survey Results

PART ONE:

24 surveys were returned.
11 were returned not completed because there were no ESL students in the school.
13 were returned completed or partially completed.

No. of years teaching experience: **from 4 to 26 years**
No. of years in S.D. #68: **from 3 - 26 years**

Teaching Level: Elementary- **10** Secondary - **3**

b) What first hand knowledge/experience have you had with the local ESL program?
none- **1**
limited - **4**
some experience - **3**
experienced- **5**

c) Coursework/In-service you have taken in ESL
no one had any coursework.

2. Your present class ESL student enrollment (based, to the best of <u>your</u> knowledge, on student competency levels in English)

	Beginners	Intermediate	Advanced
No. of Students	3, 1, 1, 2, 1,	1, 1, 3, 4, 1,	1, 2
ESL time allotted for each student per week	5, 1 , 1 and 1/2 hr.	1.5, 3/4, 1/2hr.	1/2 hour

Form of ESL delivery: a) pull out- **9**, b) in class- **1**,

3. Your school's model of program delivery: itinerant - **8**, school based- **6**

area centre - **1**

4. Where are the records of individual ESL student progress kept?

classroom _____ school office -7

Student Support Services - 1
other: - **counselor's office**
- **ESL teacher**
- **don't know**

5. How are the roles and responsibilities for the ESL program defined within the district?

- **10 participants did not know**

- **offer ESL to students born out of Canada and speak a different language**

6. Who makes decisions about the movement / placement of your ESL students **within** the school?

- **classroom / ESL teacher** - 2
- **staff**
- **AO, classroom / ESL teacher** - 4
- **Classroom teacher, LA/ RR teachers**
- **ESL teacher** - 2
- **A.O.**
- **classroom / ESL teacher, AO, and SBT**

7. Who makes decisions about the movement / placement of your ESL students **between** schools?

- 10 participants did not know
- staff
- ESL teacher, AO and home room teachers

8. Does your ESL teacher provide you with Education Plans for your ESL students?

Group: Yes- 1 No- 4 Individual: Yes- 7 No- 4

- **would like consultation time**
- **provide individual plan when needed**

9. Do you refer any of your ESL students for support services other than ESL?

Yes- 3 No- 8

- **refer if needed**
- **would like to refer**

If yes, please specify:

counselor- 2 learning assistance -2

10. a) How much time per week do you spend discussing your student's ESL program / progress with:

ESL teachers: **1/2 hour, 10 min., 5-10 min. - 2, 15 min., 2 min.**
A.O.s: **30 min., 10 min., none**

parents: **call home every two weeks, 10 min. - 2, none, don't speak English**

school based team: **15 minutes** other: head teacher - **30 min.**
- **very little, lack of time to do this**

b) When do you most often meet?

in class time - **1** before or after school- **5**

lunch/recess - **10** APDT (prep) - **1**

c) How do you communicate with ESL parents?

through ESL teacher - **3** conferences - **6** telephone - **5**

personal letters - **3**
other: **interpreter, through the child, not at all**

d) How often do you personally communicate with ESL parents?

weekly- **1** monthly - **3 (not regarding ESL)**
once a term - **5 (more if behaviour problem)**

other: - **as necessary, drop in basis, conferences, every 2 weeks**

e) Are interpreters readily available to you when needed? Yes- 1 No- 5
- **not needed**
- **usually an interpreter is available**

11. The physical facility for the ESL program at your school is:

a regular classroom- **4** a portable- **1**

other:
- **small room**
- **spot in the computer room**
- **cooking lab**
- **staff room**
- **any spare room**
- **book room - 2**
- **library**

12. Are you able to access extra money for ESL materials/resources at your school? Yes- 1 No- 6 **don't know -2**
If yes, how? **ESL teacher buys supplies (probably from own pocket)**

PART TWO:

1. Consistent district wide philosophy and goals guide the planning of the ESL program in S.D.#68.

SA- 2 A- 1 N- 2 D- 1 SD- 1 NK- 4

- **different schools have different requirements**

2. The ESL program is considered a valuable component of the ESL child's learning by:

a) classroom teachers

SA- 4 A- 5 D- 3

b) A.O.s

SA- 4 A- 4 D- 1 NK- 3

c) Student Support Services

SA- 2 A- 4 NK- 6

d) district administration

SA- 3 A- 2 N- 2 NK- 5

3. There is continuity of **program** for ESL learners:

a) in your school

SA- 3 A- 2 N- 2 D- 1 SD- 3 NK- 1

b) in School District #68.

SA- 1 A- 2 N- 2 D- 1 NK- 5

4. There is continuity of **personnel** for ESL learners:

a) in your school

SA- 2 A- 3 N- 1 D- 4 SD- 1 NK- 1

b) in School District #68.

SA- 1 A- 1 N- 3 D- 1 NK- 6

5. The roles and responsibilities of the ESL program have been clearly established for:

a) classroom teachers
SA- 1 A- 4 N- 1 D- 6 NK- 1
b) ESL teachers
SA- 1 A- 2 N- 2 D- 1 NK- 6
c) Student Support Services
A- 1 N- 1 NK- 9
d) administrative officers
A- 4 NK- 8
e) parents.
SA- 1 A- 2 N- 2 D- 1 SD- 1 NK- 5

6. The roles and responsibilities of the ESL program are consistent within the district for:

a) classroom teachers
SA- 2 A- 2 N- 1 D- 2 NK- 4

b) ESL teachers
A- 2 N- 1 D- 3 NK- 5

c) Student Support Services
A- 1 N- 1 NK- 9

d) administrative officers
A- 3 NK- 8

e) parents.
A- 2 N- 1 SD- 1 NK- 7

7. Criteria used for decision making about movement/placement of ESL students within the school/between schools is consistent.
SA- 2 A- 1 N- 3 D- 1 NK- 4

8. It is educationally sound to have **all three** models of ESL program delivery (itinerant, school-based, area centre) in S.D.#68.
SA- 2 A- 1 N- 2 D- 2 NK- 4

9. In your school, there are

consistent criteria for children:

a) entering the program

SA- 2 A- 6 N- 1 D-1 NK- 2

b) exiting the program.

SA- 1 A- 4 N- 3 D- 2 NK- 2

- never heard of this

10. Classroom teachers have adequate input into decision making regarding changes to the district ESL program.

SA- 2 A- 3 N- 1 D- 3 SD- 2 NK- 1

11. Decisions regarding ESL students are made in school-based team meetings at your school.

SA- 1 A- 5 N- 2 D- 1 SD- 2 NK- 1

12. ESL teachers should provide classroom teachers with written Education Plans for ESL students in their class.

SA- 2 A- 5 N- 3

- depends on the service

13. Classroom teachers should have copies of ESL teachers' schedules.

SA- 4 A- 7 N- 1

14. ESL students in your class are seen consistently at the scheduled times.

SA- 3 A- 7 NK- 1

- when the schedule begins
- most of the time - takes weeks to get started

15. A teacher-on-call should substitute whenever an ESL teacher is absent.

SA- 4 A- 5 D- 1 NK- 1

- agree if it is for more than one day
- disagree if it is just for one day

16. The physical facilities for the ESL program at your school are adequate.
SA- 1 A- 1 N- 2 D- 3 SD- 3 NK- 2

17. Content of what is taught in the ESL program should be coordinated and integrated with what is being taught in the regular classroom.
SA- 2 A- 4 N- 3 D- 1
- depends on the level of English competency

18. Ministry funding for the ESL program is sufficient to cover its cost in the district.
A- 1 D- 1 SD- 1 NK- 8

19. Ministry funding for ESL in the district is adequate.
N- 1 D- 1 SD- 1 NK- 9

20. Funding for the ESL program in your school is adequate.
A- 2 N- 1 D- 1 NK- 7

21. The ESL teacher has adequate materials/resources to share with classroom teachers.
A- 3 N- 2 D- 4 SD- 1 NK- 2
- amount of sharing depends on the teacher
- no sharing

22. There are adequate resources available at the CRC to enhance the classroom language learning of your ESL students.
A- 2 N- 1 D- 2 NK- 7
- need school based readily accessible materials

23. Classroom teachers make use of the ESL lending library housed at the Central Vancouver Island Multicultural Society.
N- 3 SD- 1 NK- 7

24. Computers are an essential learning tool for ESL students.
SA- 1 A- 3 N- 4 D- 2 SD- 1 NK- 1
- necessary for all students

25. The qualifications of ESL teachers should be:

a) UBC 478 (linguistics), 487 (ESL methodology)
SA- 1 A- 1 N- 2 D- 2 NK- 3

b) comparable courses from other universities
SA- 2 A- 2 N- 1 D- 2 NK- 2

c) TESL certificate
SA- 2 A- 2 N- 1 D- 1 NK- 3

d) other :
- strong appreciation of cultures
- love of kids, patience and understanding. Knowledge of linguistics is not enough
- not familiar with these courses
- good teachers who care about students

26. Classroom teachers are kept adequately informed about recent research on ESL
A- 3 N- 2 D- 6 SD- 1

27. Classroom teachers are kept adequately informed about the local ESL program.
A- 3 N- 2 D- 5 SD- 2
- ESL children should be able to communicate in English before entering Canada.

****

May we contact you for a follow-up interview? Yes- 3
- Cody Good
- Liz Matthews
- Bernice Ross

Comments: Most of my experience was at Bay View 1991-92. I was satisfied with the service and felt I had enough input and that my wishes were important. I was able to combine pull out with in-class.
I was not happy with the "perks" that my 3 ESL students received. Many non ESL students in my class were from "deprived homes environments" and I sensed alot of envy and "wonder" from them when they did not get the same treatment as the ESL students.

- am very pleased with the assistance and the professionalism of Margery Haddow and Denise Herd

- students that I have been in contact with at NDSS were very hardworking and very enthusiastic about their goals. I believe this is a direct reflection on the dedication of the ESL teachers at NDSS.
- Dealing not only with different cultural/ethnic backgrounds of the students but also their range of levels within the ESL program and doing this in one class (16-29 students) is remarkable! The ESL teachers should be commended!!

- Ladysmith has very few immigrant students. Also, Ladysmith encultures quickly the ESL students because they are surrounded by English speakers.

- I wonder if Primary students need ESL. Will they pick up the language on their own anyway?
- At our school the ESL teacher did not offer ideas or resources to classroom teachers last year (or previously).
- ESL teachers work with small groups or individuals. Their responsibility appears to be very little compared to the classroom teacher's load!
- Looks like a soft job - except for the travel between schools!

The program never seems to meet the needs of intermediate students. However hard the teacher tries, there seems to be inadequate time!

* In what ways can changes to the ESL program best be facilitated in S.D.#68?

- in-class support would be beneficial to the whole class and the teacher
- also see the need for pull out and small numbers.
- encourage parents to help more
- more classes for the whole family

ESL Program Review
Questionnaire for Administrative Officers
Summary of Returned Surveys

PART ONE:
Page One
26 surveys were returned
13 surveys returned from Elementary Schools
3 surveys from Secondary Schools
5 surveys returned not completed with explanation of not having ESL students in the school
5 surveys were partially completed

Not all questions in the surveys were answered by the participants.

Knowledge of the program was varied. 3 reports of no knowledge; 5 of limited knowledge; 7 with moderate knowledge and 2 with a good deal of experience with the ESL program.

The school program model of delivery:
9 schools reported itinerant service,
6 school based,
4 area center
2 did not respond

Individual student progress was tracked and recorded in the following ways:
- classroom teacher records and input - 2
- review with the ESL teacher - 5
- ESL file - 2
- report cards - 5
- review with school based team - 1
- standardized testing
- LA teacher
- PR cards
- counselors through referrals and classroom teacher input
- initial assessment at the beginning of the year and end of year assessment

Individual ESL student progress records are kept in the following ways:
- classroom - 8
- Student Support Services - 3
- School Office - 12
- ESL teacher file - 4

5. To the best of your knowledge, how are the roles and responsibilities for the ESL program defined within the district?

Comments:

- no responses - 5
- defined by District with staff input from Home schools - 2
- Student Support Services - 6
- personal strengths
- geography
- AO's in consultation with staff
- needs identification by S.S.S and itinerant ESL teacher
- working well this year
- satisfactory
- weakly, poorly

6. Who makes decisions about the movement / placement of your ESL students within the school?

Comments:

- no responses - 4
- AO with staff input - 4
- school based team / ESL teacher -2
- ESL teacher and staff
- staff / classroom teacher / ESL teacher / AO - 5
- AO collaboratively with ESL / classroom teacher - 2
- consultation with counselors, parents, students , ESL teacher and AO

7. Who makes decisions about the movement / placement of your ESL students between schools?

Comments:

- no responses - 3
- don't know - 2

- ESL teacher - 1

- school based team with AO direction - 1

- ESL staff with AO discussion

- District Office

- AO - 2

AO/classroom teacher/ESL teacher/school based team

- family by the area in which they live

- keep all students

- no students

8. Are you aware of the reception center process recently initiated?

Yes - 21 No- 0

9. What ESL assessment and evaluation instruments are used at your school?

Comments:

- no responses- 6

- ESL teacher based - 4

- curriculum based tests

- District tests for assessment (IPT/BSM)

- don't know - 3

- none

- no demand at this time - 1

- Brigance, Peabody, Boehm, Test of Basic Concepts, Gates MacGinitie

- Basic English readiness tests - Dolch, Schonell

10. What training have your teachers received in the administration of these instruments?

Comments:

- no response - 5 - none - 2

- don't know - 7 - many years experience

- required training - N/A

- LA trained teacher - teachers use classroom made tests

11. Do you require Education Plans for your ESL students?
Group: Yes - **5** No - **7**
Individual: Yes - **9** No - **10**
No response - **2**

12. Do your teachers refer ESL students for other support services?
Yes - **11** No - **5**

If yes, please specify:
counselor - **6** learning assistance - **11** resource room - **7**

other vision, hearing, area center, principal for behaviour plan

13. a) On the average, how much time per week do the A.O.s at your school spend discussing your school's ESL program/students with:

Comments:
- no response- 5
- 30 minutes in total
- every second week
- every 6-8 weeks
- last year an hour to an hour and a half
- varies: September and June very busy times
- not done regularly but as the need arises
- very little time - 2
- minimal - 2

b) When do you most often meet?

in class time **2** before/after school **13**

recess/lunch **6** APDT (prep) **4**

c) How do you communicate with ESL parents?

through ESL teacher 13 conferences 6 telephone 4

Other:
- personal letters 5
- senior students
- personal contact - 4
- sometimes an interpreter - 2
- sometimes another teacher who speaks the language
- depends on the language ability of the parent

d) How often do you personally communicate with ESL parents?

weekly 1 monthly 3 once a term 4

other
- few times per term
- seldom 2
- varies greatly
- when students enroll
- whenever necessary - 4

e) Are interpreters readily available to you when needed? Yes - 3 No - 7
- not needed
- use relatives

14. The physical facility for the ESL program at your school is:

a regular classroom 5 a portable 3

other
- Special Ed room
- LA room
- health room
- back of computer lab
- share resource room
- no facilities
- in class support
- small separate room
- workroom
- book room
- conference room in counseling area
- M.P.R.

15. To support the ESL program, what yearly budget is allotted to:

your school $$250.00, 395.00,
- 0 (5 responses)
- no response - 8
- not known - 3
- depends on the enrollment
the ESL teacher $varying amounts
- as needed from the school accounts

16. Are you able to access extra money for the ESL program at your school?
Yes - 3 No - 6 *If yes, how?*

- regular 510 budget

- do not know - 2

- general funds - 2

- PAC funds

17. In your opinion, who should formally evaluate ESL teacher(s)?

Comments:

- Director of S.S.S. - 8
- Pat Ross - 1
- depends on placement
- AO and District Staff - 2
- AO - 2
- AO or District staff - 1
- AO who deals with the teacher the most
- AO or director with ESL experience
- no opinion
- no response - 2

PART TWO:

1. Consistent district wide philosophy and goals guide the planning of the ESL program in S.D.#68.

SA - 1 A - 7 N - 4 SD - 2 NK - 3

2. The ESL program is considered a valuable component of the ESL child's learning by:

a) A.O.s

SA - 10 A - 7 N - 3 NK - 1

b) classroom teachers

SA - 6 A - 11 N - 2 NK - 2

c) Student Support Services

SA - 8 A - 6 N - 1 NK - 4

d) district administration.

SA - 5 A - 6 N - 2 NK - 7

3. There is continuity of program for ESL learners:

a) in your school

SA - 2 A - 12 N - 3 D - 1 SD - 2 NK - 3

b) in School District #68.

SA - 2 A - 4 N - 4 D - 4 NK - 9

4. There is continuity of

personnel for ESL learners:
a) in your school
A- 10 N- 3 D- 3 SD- 4 NK- 2 NA- 1

b) in School District #68.
SA- 1 A- 2 N- 3 D- 3 SD- 3 NK- 10

5. The roles and responsibilities of personnel involved with the ESL program should be defined and distributed throughout the district.
SA- 10 A- 12 NR- 1

6. The roles and responsibilities of the ESL program have been clearly established for:

a) ESL teachers
SA- 4 A- 7 N- 5 D- 2 SD- 1 NK- 3 NR- 1

b) classroom teachers
SA- 1 A- 5 N- 3 D- 7 SD- 3 NK- 2

c) administrative officers
SA- 2 A- 7 N- 2 D- 7 SD- 3 NR- 2

d) Student Support Services
SA- 3 A- 5 N- 4 SD- 1 NK- 7 NR- 3

e) parents.
SA- 2 A- 2 N- 5 D- 4 SD- 3 NK- 4 NR- 3

7. The roles and responsibilities of the ESL program are consistent within the district for:

a) ESL teachers
SA- 1 A- 2 D- 5 SD- 2 NK- 10 NR- 1

b) classroom teachers
SA- 1 A- 2 N- 1 D- 7 SD- 2 NK- 8 NR- 1

c) administrative officers
SA- 1 A- 4 N- 2 D- 5 SD- 2 NK- 7 NR- 2

d) Student Support Services
SA- 1 A- 4 N- 2 D- 1 SD- 1 NK- 12 NR- 2

e) parents.

SA- 1 A- 2 N- 2 D- 2 SD- 4 NK- 10 NR- 2

8. Criteria used for decision making about movement / placement of ESL students:

a) within the school is consistent

SA- 1 A- 9 N- 4 D- 1 NK- 6

b) between schools is consistent.

SA- 1 A- 2 D- 4 SD- 2 NK- 12

9. The E.S.L. program belongs under the educational umbrella of:

a) Student Support Services

SA- 6 A- 8 D- 2 SD- 2 NK- 2 NR- 2

b) Modern Languages.

SA- 2 A- 3 N- 4 D- 3 SD- 5 NK- 3

10. It is educationally sound to have all three models of ESL program delivery (itinerant, school-based, area center) in S.D.#68.

SA- 6 A- 7 N- 3 D- 2 NK- 3

11. In the district, there are consistent criteria for children:

a) entering the program

SA- 2 A- 6 N- 1 D- 6 SD- 1 NK- 6

b) exiting the program.

SA- 1 A- 1 N- 1 D- 9 SD- 1 NK- 9

12. In your school, there are consistent criteria for children:

a) entering the program

SA- 2 A- 10 N- 1 D- 4 SD- 1 NK- 3

b) exiting the program.

A- 5 N- 4 D- 7 SD- 1 NK- 4

13. The reception center process will improve the entry of students into the ESL program.

SA- 5 A- 10 N- 1 D- 2 NK- 2

14. You have adequate input into decision making regarding changes to the District ESL program.

SA- 2 A- 12 N- 3 D- 4 NK- 1

15. Decisions regarding ESL students are made in school-based team meetings at your school.

SA- 2 A- 10 N- 2 D- 4 SD- 1 NK- 2

16. ESL teachers should provide you with written Educational Plans.
SA- 9 A- 7 N- 4 D- 1 NK- 1

17. You should have copies of ESL teacher's schedules.
SA- 14 A- 7

18. The physical facilities for the ESL program at your school are adequate.
SA- 2 A- 7 N- 2 D- 5 SD- 4 NK- 2

19. Content in the ESL program should be coordinated and integrated with what is being taught in the regular classroom.
SA- 8 A- 10 NK- 2

20. The ESL teacher should provide/ support classroom teachers with ESL resource materials as well as working with the students.
SA- 9 A- 14

21. Ministry funding for the ESL program is sufficient to cover its cost in the district.
N- 1 D- 4 SD- 1 NK- 15

22. Funding for the ESL program in your school is adequate.
A- 9 N- 1 D- 3 SD- 3 NK- 3

23. Computers are a necessary record keeping tool for ESL teachers.
SA- 1 A- 2 N- 7 D- 5 SD- 1 NK- 6

24. ESL teachers have adequate access to computers for record keeping.
SA- 2 A- 5 N- 3 D- 2 NK- 10

25. You feel qualified to adequately evaluate ESL teachers.

A- 8 N- 1 D- 7 SD- 5 NK- 1

26. You have adequate input into the staffing of ESL positions.
A- 1 N- 3 D- 6 SD- 7 NK- 4

27. Qualifications required in the hiring of ESL teachers are consistent.
N- 1 D- 5 SD- 3 NK- 13

28. The qualifications of ESL teachers should be:

a) UBC 478 (linguistics), 487 (ESL methodology)
SA- 2 A- 3 N- 3 NK- 12

b) comparable courses from other universities
SA- 2 A- 2 N- 2 SD NK- 13

c) TESL certificate
SA- 2 A- 3 N- 3 NK- 11

d) other: **hands on experience**

29. You are kept adequately informed about recent research on ESL.
SA- 2 A- 3 N- 3 NK- 12

30. You are kept adequately informed about the local ESL program.
SA- 2 A- 2 N- 2 NK- 13

31. A teacher-on-call should substitute whenever an ESL teacher is absent.
SA- 2 A- 3 N- 3 NK- 11

****

May we contact you for a follow-up interview? 9 AO's would take part in an interview.
A Bohay Wellington Secondary

G. Cooper	Bayview
George Tyre	Cilaire
J. Berry	Fairview
M. Munro	L.S.S.
Bill Anderson	Hammond Bay
R. Cook	Dufferin Crescent
Gordon Brown	Ladysmith Int.
Pene Jesske	Forest Park

Comments:

- One ESL student - 45 minutes a week felt counterproductive as the child was in language immersion in the K class.
- need for consistency in the staffing and program
- ESL instruction needs to be integrated with the needs of the classroom
- Goals should focus on the individual student learning profile
- consistent criteria for the program is not the case at the present time
- the survey was difficult to fill in
- feel in the dark about most of this program
- appreciate the district assessment center
- S.S.S and A.O.s do not have control; over who becomes ESL teacher nor the time allotted to the assignment
- quality of the program commensurate with the caliber of personnel assigned to the position

In what ways can changes to the ESL program be facilitated in S.D.#68?

- interpreter service at interview time
- district heading in "zonal organization": Is ESL organization reflected in this? George Tyre would like to discuss this at greater length.
- no changes necessary
- there was a different attitude when ESL was under Modern Languages: linguistics approach makes ESL different from S.S.S.
- need for consistent models throughout the district
- teachers hired should be well qualified

- philosophy, guidelines, policies should be well defined and made aware to all stakeholders
- knowledgeable person needed to assist in supervision of ESL teachers
- would like to see ESL teachers stay for awhile
- clarify role on the ESL teacher, assessment mechanisms used and the program
- convince the M. of Ed. new non speaking Canadians require more than twice a week specialized contact
- recognize that most senior not best qualified get the job of teaching
- build in time for the ESL teacher to communicate with classroom teachers
- reduce # of non English speaking immigrants to downtown Nanaimo

ESL Program Review Questionnaire for District Administrative Officers

PART ONE:

Your experience with the local ESL program:

- 4 years as District Administrator

Your experience with ESL programs in other districts:

Coordinator of ESL programs as part of Special Ed. Programs.

****

PART TWO:

Please circle the response that most closely reflects your thinking concerning the statements below. Comments would be helpful.

KEY:

SA - strongly agree
A - agree
N - neutral
D - disagree
SD - strongly disagree
NK - no knowledge
NR - no response

If you wish to comment on any statement, please use the margins. Space is allotted at the end of the survey for general comments.

****

1. Consistent district wide philosophy and goals guide the planning of the ESL program in S.D.#68. - **NR**

2. There is continuity of personnel for ESL learners in S. D. #68. - **NR**

2. There is continuity of program for ESL learners in S. D. #68. - **NR**

3. There is an established district

process for instituting change
to the ESL program. -NR

4. The roles and responsibilities
of the ESL program have
been clearly established for:
a) ESL teachers- A
b) classroom teachers- N
c) administrative officers- A
d) Student Support Services- A
e) parents- N

5. The roles and responsibilities
of the ESL program are consistent
within the district for:
a) ESL teachers- A
b) classroom teachers- N
c) administrative officers-A
d) Student Support Services- A
e) parents - N
- some differences between primary, intermediate and secondary.

6. Criteria used for decision
making about movement/
placement of ESL students
between schools is consistent.
- currently in transition from district program to school based program.

7. Decisions about movement/
placement of ESL students
within the district are made by:

- placement is responsibility of A.O. Parents and students express strong desire to attend neighbourhood school

8. In your opinion, the ESL program
belongs under the educational umbrella
of:

- SSS is currently ther only department available.
Neither a) or b) - should be school based program— not district.

9. In your opinion, it is
educationally sound to have
all three models of ESL program

delivery (itinerant,
school-based, area centre).
- The demand is for even more flexibilty. School based should be the model.

10. In the district, there are
consistent criteria for students:
a) entering the program- A
b) exiting the program.- NR

11. The reception centre process
will improve the entry of students
into the ESL program.- A

12. The following have adequate
input into decision making
regarding changes to the
district ESL program:

a) ESL teachers - A
b) classroom teachers - N
c) administrative officers - N
d) Student Support Services - D
e) parents. - D

13. ESL teachers should
provide A.O.s and classroom
teachers with written individual
or group Educational Plans. - A

14. As a whole, the physical facilities
for delivery of the ESL program
within the schools in the
district are adequate.- NR

15. Content in the ESL program should be coordinated and integrated with what is being taught in the regular classroom. SA

16. Ministry funding for the ESL program is sufficient to cover its cost in the district. D

18. ESL teachers have adequate access to computers for record keeping. N

19. Computers are an essential learning tool for ESL students. N

20. School A.O.s have adequate input into the staffing of ESL positions. D

21. There are consistent qualifications required in the hiring of ESL teachers. D

22. The qualifications of ESL teachers should be:

a) UBC 478 (linguistics), 487 (ESL methodology) no response
b) comparable courses

c) TESL certificate SA
d) other _____

23. You are kept adequately informed about the local ESL program. D

24. A teacher-on-call should substitute whenever an ESL teacher is absent. N

****

May we contact you for a follow-up interview? **Yes** No

* In what ways can changes to the ESL program best be facilitated in S.D.#68?

Keeping in mind that the ESL population is frequently changing in numbers and location — referral and program data need to be current and sufficient to allow flexibility and maintenance of Ministry funding.

Comments:

Currently data received from schools is not sufficient in detail to maintain program to Ministry standards.

ESL Program Review Questionnaire for Parents: Survey Results

10 surveys completed and returned

PART ONE:

Your first language:
- Punjabi: - **4**
- Chinese (Mandarin) - **3**
- Spanish: - **2**
- Vietnamese - **1**

Number of years in Canada: **ranged from 7 months to 21 years**
Number of years in Nanaimo: **ranged from 2 months to 15 years**

Number of children in school:
5 families had 2 children, 2 families had 3 children and 2 families had 1 child

Your child's school(s):
Georgia Ave. - 4
Fairview - 1
Ladysmith Sec. - 1
John Barsby - 2
Cilaire - 3
NDSS - 3
North Oyster - 1
Some families had students going to more than one school.

Has your child(ren) attended more than one school in Nanaimo?
Yes- **7** No- **3**
If yes, name the schools:
Ladysmith Int., Ladysmith Sec., Fairview- 3 and Park Ave.

2. What kind of ESL help has your child received?
   a) Regular class with a visiting ESL teacher - **6**
   b) ESL classroom in your neighbourhood school -**2**
   c) ESL class to which your child(ren) travels by bus - **2**
   d) ESL classes at the Senior Secondary School - **1**

3. Which kind of help do you think is best for your child?
a- **6** b- **1** c- **2** d- **1**
Why?- **important for students to feel part of a regular class even when language problems - a**
-important to share activities with English speaking students- a
- French and Math- a
- learn faster- a
- more convenient- a,
- likes to travel by bus. Can practice English with friends during the bus ride.

- c,d
- if no ESL in neighbourhood then next best thing is by bus - b,c
- for child who does not speak English at all, this is the only way to step into the English speaking world without feeling lost or not belonging - b,c
- they can try their best on English classes first and also get help from the ESL teacher- a
- ESL teacher knows what part they need more help

4. How long after your child started school did she/he wait to begin ESL lessons?

week 3 month 4

other: immediately, don't remember; began after started TESL without waiting

5. How many years has your child been getting ESL help? ranges from 2 months to 5 years

6. How does the ESL teacher help your child with her/his learning?
- gave children advice on school work
- help with English and conversation
- grammar program
- extra help was very important and valuable
- survival sentences
- uses different methods like visual help and listening skills
- help kids feel good about themselves
- reading, spelling and Math
- English but doesn't need it
- no idea, don't know
- practical English and everything children talked about in class or wanted to know
- help with punctuation
- help to understand lessons
- words not used at home they experienced

7. How does the classroom teacher help your child with her/his learning?
- give extra time to finish work
- if could not help - sent child to LA
- explains well meanings of words, formulas, or lab work
- helps with reading and speiling
- feel welcome and good about themselves
- doesn't have much time
- don't know
- other subjects - spelling, reading, etc.
- helps understand math, reading
- they teach good

8. How do you help your child with her/his learning? - check with them to make sure they understand all the schoolwork
- give advice when they ask for help
- sit down with him- 2-3 hors a day - read and write everything learned at school and reward when finished
- no playtime if he wouldn't do homework
- not enough English to help with language learning but provide nutritional food and good study environment (daughter helps her with English)
- can't help - 2, don't help, not much
- look up common words in dictionary, wrote on paper, repeat them and make a sentence
- math, reading and spelling - 3
use dictionary

9) How often do you talk with the ESL teacher about your child's learning?
monthly - 1
- more than 3 times a year
- every 2 months
- not yet
- none
- maybe last year

three times a year - 2
- few times a year
- when called
- interviews
- don't remember

10. How often do you talk with the classroom teacher about your child's language learning?
monthly - 1 three times a year - 1
- more than 3 times a year
- once since Sept.
- interviews - 2
- every 3-4 months

- few times a year
- not yet
- when called I don't have time

11. How do you talk with your child's teachers?
come to the school - 5 telephone - 2
through your children - 2

12. What do you like about the ESL help your child is getting?
- my nieces and nephews and my children who need ESL in these areas (Ladysmith, N. Oyster, and Woodbank) do not get any help this year
- full attention of the ESL teacher to the child
- encouragement of the child
- providing help in learning proper English
- English reading
- ESL program provided by the LA does not help
- program in English in such a short time
- extra help in school with regular class work
- best help my children could get
- really involved with my kids

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- called me to keep me informed of children's progress
- I don't know, my children know it all, all English
- don't have any idea what they are learning
- learn in easy way - when more students in the class, it is harder
- one on one they learn faster

13. What would you like to see changed about the ESL help your child is getting?
- their way is good; should give homework
- don't have any idea what it is
- nothing; my kids don't need it
- I don't know- 2
- nothing
- I wouldn't change anything
- repeat more in class of each important words or sentences needed to be remembered each day
- would like to get children help from proper ESL teacher who would carry on teaching them; grammar and program which they did not finish last year
- niece and nephew 1 year in Canada; great need for ESL help, especially with grammar

Request they have ESL teacher to help as soon as possible
- Would like more contact with teachers (especially ESL teachers to know how children are doing.

PART TWO:

1. You are satisfied with the ESL help your child is getting at school. SA- 2 A- 3 N- 4 D- 1 NK- 1

2. It is important to you that your child:

a) gets ESL help at the school that is close to where you live SA-5 A-2 N-1 SD-1

b) attends an ESL classroom at another school. SA- 2 N- 2 D- 1 SD- 3 NK- 1

3. You visit your child's school for:

a) parent teacher conferences SA- 6 A- 2 NK- 1

b) parent night SA- 4 A- 1 N- 1 NK- 1

c) school open house SA- 4 N- 1 SD- 1 NK- 1

d) helping SA- 2 A- 1 N- 3 NK- 1

4. It is important to know what your child is learning:

a) in the classroom SA- 7 A- 2

b) in ESL class SA- 8 A- 1

5. In helping your child to learn, you feel you can go for help to:

a) classroom teacher SA- 4 A- 3 NK- 1

b) ESL teacher SA- 6 A- 2 NK- 1 **(not available at present)**

c) others in the school SA- 4 N- 1 D- 1 NK- 2

Who? **class teacher**

6. Your child was ready to leave the ESL program when she/he did. SA- 4 A- 1 SD- 1 NK- 1 N/A- 1

Comments you would like to make about the program:
like to have an interpreter help us contact teachers

- main concern is to have child spell, read and write as well as native English speakers

I think the program is very good because my daughter the first year in ESL was all that was needed and then she was prepared for a regular class like any other kid

- The only thing I could say is that I am very grateful for the ESL program that Georgia Ave. has. I really hope they keep the program.

- It is a very important program for kids who are new to Canada for their self confidence and their mental well being. The ESL program my child has been getting is certainly a good one. I am happy with the progress he has made. And because of the good job the teacher did, my child is very happy to be in Canada. Thanks Canada!

My high school age children do not get proper ESL help from the LA teacher who just asks the children to write language learning logs, etc. They need someone who really can help them in ESL at their level. Please let my children continue the ESL program they did not finish; not the LA and the new program. This way just confuses them but not helping them. The children in Primary level who are very new in Canada need ESL teacher to help them. We want the ESL program back in this area.

ESL Program Review Questionnaire for Students: Survey Results

28 surveys completed and returned
Vietnamese - 8
Spanish - 5
East Indian - 8
Chinese - 7

PART ONE:

Your first language:
- Vietnamese - **8** - Spanish - **5** - Punjabi - **8**
Mandarin - **3** - Cantonese - **3** - Chinese - **1**

Number of years in Canada: **ranged from 4 months, 11 years, to being born here**
Number of years in Nanaimo: **ranged from 4 months to 11 years**

Your age: **9 year olds to 19 year olds**

Your school: **Fairview- 3, Mountain View, Dover- 3, NDSS- 7, John Barsby- 2, Georgia Ave.- 3, Brechin, Ladysmith Int., Cilaire- 4, Woodlands**

Have you attended more than one school in Nanaimo? Yes- **10** No- **18**
If yes, name the schools:
Cilaire, Fairview- 2, Georgia Ave.- 2, Waterloo, Mt. Benson
NDSS, Dufferin, Brechin

2. How many years have you had ESL help? **3 months to 7 years**
5 students have been in the program for 3 months, 5 have been in for 2 years

3. How long after you started school did you wait to begin ESL lessons?
week - **10** month - **2** 2-3 months - **1**
- 2 months, immediately - 5, none, 2-3 weeks

4. What kind of ESL help have you received?
a) Regular class with a visiting ESL teacher - 17, 7 from NDSS and 1 from Cilaire (might be a wrong reading)
b) ESL classroom in your neighbourhood school - 8
c) ESL class in a school to which you travelled by bus - 4
d) ESL classes at the senior secondary school - 1

5. Which kind of help (from question 4) do you think is best for you?
a b c d

Why?- Don't want to go to school with lots of Vietnamese, speak English more often (no choice)
- a: more challenging
- b: more convenient ••••
- a: could have spare time to work on something else (e.g. computer study, math, etc.)
d: courses could be focus on needs of ESL students such as ESL science, ESL social studies, etc.
b: safer than going away•, good to know classmates in the neighbourhood
a:•••••••
a: more convenient•• (would like ESL at night)
c: because he has more friends in school
any school with ESL program
b: you get better help and its easy to learn•
b: I don't know of any other way of help
b: everything is in one building
b: I can be with other students and the teacher can correct use if I am wrong
English, Socials

6. How does the ESL teacher help you with your learning?
- helped with regular class work
- when problem with learning the ESL teacher helps
- gives more help in reading, writing
- helps me understand••
- uses text books and different ways in writing
- very patient
- takes time to thoroughly explain things
- helps with books, pictures, etc.
- lots of different things in the classroom like books, tapes, etc.
- help you learn language faster
- one half hour
- didn't help
- writing, speaking, reading tapes
- helps with tests, spelling, science and reports
- gives us English work
- pictures, write names, ABCs big and small
- talking and writing•
- marks my homework
- mainly with English - how to read, write and talk •••••
- weekly diary, phonics, English grammar
- little bit about the Canadian way of life
- helps me understand my homework
- worksheets and card games
- corrects mistakes

7. Most often, things you do in the ESL class are:

a) too hard for you Yes- 2 No- 5

yes - spends time after class about special subjects

b) too easy for you Yes- 4 No- 5

c) just right for you Yes- 20 No

- sometimes boring

8. How does the classroom teacher help you with your learning?

- teacher explains how to work on assignments: gives me examples to help me understand
- when I don't understand, explains in a different way so I can understand
- explains everything well and is patient
- asks if I understand; if I don't explains again
- helps with reading and writing
- gives you more help, not like a normal classroom
- how to spell words, checks my journal and helps me read
- no more extra help is needed
- math, spelling
- in all subjects
- gives us words, ask teacher about spelling
- English, Math, SS, science, spelling, novel studies, computer, art
- worksheets, listen to tapes
- don't know••
- explains grammar and vocabulary to me
- repeat materials in class and after class
- needs no extra help
- treats him as any other student in the class

9. What other teachers help you with your learning? class teachers, special teachers, LA, counselors, subject teachers

10. Are your parents able to help you with your language learning?

Yes - 14 No- 13

If yes, how?

- reading ••••
- I help them
- explain and translate for me
- mother taught us basic English when we first came to Canada
- Math ••
- SS
- spelling •••
- English
- sister helps with math, reading and vocabulary
- hired a tutor two times a week

11. How will you know when you are ready to leave the ESL program?

- when I feel ready
- don't know ••
- until I improve so I don't need help•
- when I can spell and write properly
- when I can speak English with no problem ••
- when I am able to handle my school work
- when I can read, write and speak English fluently
- when I can cope with all subjects without problems
- when he tells you its time to leave •••
- I knew everything they taught
- when I start understanding everything •••••

Asked to leave; too easy
regular class more challenging
- when he doesn't want to continue

12. Where do you work with the ESL teacher?
in your classroom - 1 in an ESL classroom - 20
other places *(list them)*

- LA room - •••, library, gym, general classroom, learning centre, travel to Dufferin to work with teacher

PART TWO:

1. You are satisfied with the ESL help you are getting at school.	SA- 14	A- 11	D- 2		
2. It is important that you:					
a) get ESL help at the school that is closest to where you live	SA- 16	A- 8	N- 2	D- 1	SD- 2
b) travel to an ESL classroom at another school.	SA- 6	A- 1	N- 1	D- 7	SD- 12
3. The amount of time you spend with the ESL teacher is enough for your learning needs.	SA- 8	A- 15	N- 1	D- 2	NK- 1
4. The place in the school where you work with the ESL teacher is a good place to work.	SA- 14	A- 11	N- 2	D- 1 (too noisy)	

5. The ESL teacher **should** help you with:

a) reading, writing, speaking and understanding English	SA- 26	A- 2			
b) your classroom work	SA- 11	A- 10	N- 1	D- 2	NK- 2
c) learning more about the Canadian way of life.	SA- 10	A- 13	N- 3	D- 1	NK- 1

6. The ESL teacher has enough materials and equipment to help you learn language skills. SA- 12 A- 9 D- 3 SD- 1 NK- 2

7. The ESL teacher gives your classroom teacher materials to help you work on your language skills in the classroom. SA- 5 A- 7 N- 4 D- 1 SD- 1 NK- 10

8. You feel comfortable asking for help from:

a) your classroom teacher	SA- 14	A- 11	N- 2	D- 1	
b) your ESL teacher	SA- 17	A- 7	N- 1	D- 2	
c) your principal	SA-5	A- 7	N- 5	D- 3	SD- 5 NK- 3
d) other teachers e.g. L.A./ counselor, etc.	SA- 10	A- 14	N- 2	D- 2	NK- 1
e) other students (friends)	SA- 13	A- 14		N- 1	

* Other things you would like to comment on about the ESL Program (use the other side of the paper if needed).

- can only say that the ESL they teach in Georgia Ave. is really good, and the students learn faster and better
- the methods used in ESL program are good for beginners and/or younger students only. Once the ESL students are more mature or if they come to ESL

when they are in their teens, they should have more challenges in ESL classes. The program for them should be more condensed to save time and to stimulate learning. It would be better if school district can offer weekend or night ESL classes so teenagers can attend the ESL classes and regular school at the same time. Also, ESL teachers should have more control in class about asking students to speak English in class rather than letting groups of students to speak their first languages in ESL class.
- I feel pretty good about the ESL program.